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ABSTRACT

This final report discusses the activities of Project PAACS (Postsecondary Accommodations for Academic and Career Success), a project located on the campus of Mississippi State University and designed to work with the T. K. Martin Center for Technology and Disability to research the assistive technology needs of students with disabilities. Comprehensive research on the assistive technology needs of 141 college students with disabilities was conducted, analyzed and used as the basis for a model training program and a desk reference guide that provided a quick reference for ways assistive technology may improve and expand the academic, career, and employment opportunities of such students. The knowledge of disability laws and recent court cases of 400 faculty/administrators and 70 student affairs staff was also used in the development of a second model training program. The final component of the training program was a guide that provided essential information on accommodations for students with disabilities. A case study of a 27-year-old senior with a history of learning disabilities illustrates how assistive technology can be used to assist with reading, writing, taking notes, and organization. Appendices include assessment forms and training syllabus. (CR)

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Final Report

Project PAACS

Grant #H078C50060

Anne R. Thompson, Director Leslie L. Bethea, Coordinator

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Final Report

Project PAACS

Postsecondary Accommodations for Academic and Career Success

Grant # HO78C50060

U. S. Department of Education, Office of Special Education and Rehabilitative Services Postsecondary Education Programs For Individuals With Disabilities 84.987C

Anne R. Thompson, Ph.D., C.R.C., Director Leslie L. Bethea, M.S., C.R.C., Coordinator

Mississippi State University June 1998

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Contexts of the Project

Project PAACS was located on the campus of Mississippi State University, a land grant college in a rural area of the state focused on the career development needs of students with disabilities and their transition to employment. This model with a student enrollment of 15,645 and 200 self-identified students with disabilities. A previous postsecondary grant project concluded with a guide entitled: Employment Guide For College Students With Disabilities that was based on research with 245 students with disabilities enrolled in 16 universities in 8 states. Results of this research indicated the crucial need for assistive technology to promote academic success and employment needs of students with disabilities. No other specific research of this nature existed. The State Tech Act, Project START opened on the MSU campus. Project PAACS was funded to work with this center to research the assistive technology opportunities. In 1995, the T. K. Martin Center for Technology and Disability, a 3 million dollar state-of-the-art facility, agreed to cooperate and promote this investigation to further the use of technology.

A need continued to exist for faculty training in compliance with disability laws as indicated by the increasing number of OCR investigations nationwide. Project staff recognized the need for a model training program, based on research, designed to reach a maximum population, and applicable to MSU, the state, and the nation.



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Executive Brief	What Was Learned At This Site	Purpose	Clientele	Assistive Technology Model Program	National Requests for Assistive Technology Guide	Case Study	Faculty Training Model Program	National Requests for Faculty Model Program	Comments About the Faculty Model Program	Project Summary	Students Served	Faculty and Staff in Mississippi Trained	Service Providers Trained	National Requests Map



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Project Summary continued





Executive Brief

Comprehensive research on the assistive technology needs of college students with disabilities was conducted, analyzed, disability services counselors, career services counselors, and employment recruiters. The guide, College Students with and used as the basis of a model training program and a desk reference guide for vocational rehabilitation counselors, The guide had an extensive impact both statewide and nationally as confirmed by the number of requests and positive technology may improve and expand the academic, career, and employment opportunities of students with disabilities. Disabilities and Assistive Technology: A Desk Reference Guide, provided a quick reference for ways that assistive

Extensive research on faculty/administrators and students affairs staff knowledge of disability laws and recent court cases Educate Model Training Program, consisted of a 26-item survey for faculty and a 26-item survey for student affairs staff of newsletter with the referenced answers. The final component of the training program was a guide, College Students with students with disabilities. The model training program was requested and replicated at institutions of higher education in was conducted, analyzed and used in the development of a second model training program. This program, the Survey/ Disabilities: A Desk Reference Guide for Faculty and Staff, that provided essential information on accommodations for knowledge of compliance in higher education. The survey created interest and awareness and was followed by a the state and across the nation.

What Was Learned At This Site....

A crucial need exists for additional research and information about assistive technology.

recruiters, and career services personnel pointed out the need and potential use of a researched desk reference guide for assistive technology information. The research conducted by this project laid a basic foundation in determining the The tremendous national response from vocational rehabilitation agencies, disability service providers, employment assistive technology needs of college students with disabilities.

Assistive technology is not adequately utilized.

college. Students had not had assistive technology evaluations to determine the devices and training that would assist them to accomplish what they could not do or found difficult to do. Many students did not continue to use assistive The research conducted for the assistive technology guide indicated the limited use of technology by students in technology after their evaluations and some even failed to complete their training

Students benefit from early introduction to assistive technology.

Students who had access to technology at early ages and were familiar with specialized programs that promote learning before entering postsecondary education were more successful. Also, more students might be able to consider postsecondary education with the technology that supports their learning.

Faculty and staff in higher education continue to need training in disability laws.

Survey/Educate Training Program pointed out this need. Materials in a quick reference format for easy access to Although many resources are available for faculty/staff training, there was a vital need for new innovative training materials/methods designed to reach the largest numbers of professionals. The volume of requests for the pertinent information appealed to busy professionals.

Collaboration with other agencies is essential for success.

The scope of activities and products of Project PAACS could not have been accomplished without collaboration with other agencies for funding, specialists, resources, and services.

Page 2

Purpose

Project PAACS researched, developed, and disseminated two model training programs to fulfill the goals.

Goal 1 College students with disabilities and personnel in student support services, career services, vocational rehabilitation, and business and industry will be knowledgeable about accommodations, adaptations, and devices that facilitate academic success and are appropriate for transfer to employment settings.

- Provided assistive technology evaluations and training to 92 college students with disabilities.
- · Researched, developed, and provided a resource guide on assistive technology and college students with disabilities that was requested by 469 state and national agencies.
 - Trained 178 career services personnel, vocational rehabilitation counselors, and disability services counselors at 8 assistive technology workshops.

disabilities needs for academic accommodation and modification of instructional policy in a range of academic Goal 2 University administrators, faculty, and staff will be informed and trained to meet college students' with

- awareness and interest; second provided a newsletter with referenced answers to the survey; and finally provided a · Researched, produced, and conducted a Survey/Educate Model Training Program that first surveyed to promote College Students With Disabilities: A Desk Reference Guide For Faculty and Staff
 - Provided training materials to 1,207 faculty and staff at Mississippi State University.
 - Sent training materials by request to 356 institutions of higher education.
- Presented workshops and consulted with administrators, faculty and staff in institutions of higher education both state and nationally.

Goal 3 The model project will be established at Mississippi State University (MSU), and its materials and approaches will be disseminated nationally.

- · Used internet listserves, disability resource publications, AHEAD newsletter, and other media to publicize the guides and make them available upon request
- Published articles in nationally referred journals and ERIC
- Presented at state, national, and international professional meetings.

Clientele

ERIC

141 college students with disabilities at Mississippi State University

1,504 vocational rehabilitation counselors

148 vocational rehabilitation evaluators

13 job club counselors

450 transition specialists

210 grants

801 disability services counselors

183 career services counselors

320 school counselors

66 school administrators

14 libraries

137 faculty in rehabilitation

102 employment recruiters

1,065 faculty and administrators at Mississippi State University

142 student affairs staff at Mississippi State University

365 institutions of higher education

52 State Tech Acts

5,713 TOTAL CLIENTELE SERVED

Types of Disabilities of Students Served

33	က	თ	_	S	7	33	4	7	S.	က	4	9	7	15
ADD/ADHD	Blindness	Cerebral Palsy	Diabetes	Epilepsy	Hearing Impairment	Learning Disability	Muscular Dystrophy	Multiple Sclerosis	Orthopedic/Mobility Impairment	Psychiatric	Speech and Language Impairment	Spinal Cord Injury	Traumatic Brain Injury	Visual Impairment

Assistive Technology Model Project

Design Survey Instruments Intake/Exit Interview

Technology Assistive Inventory

Readiness Inventory Career

Research

Counseling Assessment Instruments

Individual

Career

Technology Assisstive Training

> Evaluations Technology

Assistive

Career Planning Course

Training Disability Laws

2

Analyze Data

Services

Provide

Conduct

Evaluate

Interviews Exit

Needs

Career

Readiness Inventory

Students'

Plans

Advisory Board

Trends

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Design Survey Instruments

Intake/Exit Interview

transition plans upon exiting college. The intake interviews served as a pre-assessment instrument of establish their needs for services such as accommodations, assistive technology, career-related, and A protocol was developed to use in individual intake/exit interviews with students with disabilities to the students' expressed needs and the exit interview served as an evaluation of the project's direct services. See Appendix A, page 51.

> Assistive Technology Inventory

A protocol was developed to determine the assistive technology needs of students. The protocol was designed to find out what students wanted to do that they could not do or found it difficult to do; what preparation purposes; if they had ever had an assistive technology evaluation; if they thought they had adequate support/training on the technology they were currently using; and if they wanted a types of assistive technology they were currently using for academic, independent living, or job technology evaluation and training.

> Career Readiness Inventory

A 29 item self-perceptions of career-readiness was used to determine career decision making skills, knowledge of laws designed to provide an equal opportunity in employment for applicants with job search skills, ability to make business arrangements, appearance in the job interview, and disabilities. See Appendix B, page 53.

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Conduct Research

Assessment Instruments

and academic support needs. Direct services provided were based on the students' assessed needs. 141 students with disabilities participated in individual intake interviews. Interviews were one hour in length and focused on students' career goals, assistive technology needs, job search preparation,

> Assistive Technology Evaluations

functional limitations and possible technology solutions for students. Students were asked "What is it accommodations, learning disability or attention deficit/hyperactivity disorder, seating and mobility, augmentative and alternative communication, computer access, home and activities of daily living that you would like to do that you cannot do or find it difficult to do?" Technology solutions were Evaluations conducted at the T. K. Martin Center for Technology and Disability determined the based on the students' needs. 126 students were referred for evaluations in adaptive driving, or visual impairment. See pie chart, page 34, for numbers of evaluations completed.



Provide Services

Individual Career Counseling

Assisstive Technology Training

141 students received services in comprehensive career counseling: career decision making skills, job search skills, and knowledge of disability laws. Graduate interns were assigned a case load of students to provide services in job search preparation and career counseling.

largest participants in training had a learning disability and/or attention deficit/hyperactivity disorder. Students who use wheelchairs received seating and positioning evaluations and corrections were made to promote support and prevent further injury. Students who required aids for independent Graduate students were 92 students received assistive technology training and support in assistive technology use. The assigned a case load of students to provide support for on going training. living had home visits and accommodations to increase independence.

> Career Planning Course

Disability Laws Training

57 students completed a 3-credit hour Career Planning course designed for students with disabilities. The course was taught 3 semesters and included topics on disability disclosure, the Americans with Disabilities Act, interviewing, tax incentives, resume preparation, and career decision making skills. See Appendix C, page 57. 126 students completed a 28-item Student Survey of Knowledge of Disability Laws and Recent Legal Decisions. Following the survey, each student received a newsletter with referenced answers to the items. The newsletter was a 3-hole punch ready to keep in a notebook for reference. The survey is isted in ERIC Clearinghouse ED 405 667.

Analyze Data

Needs

The plans and expressed needs of the students were analyzed and used as priorities in planning solutions and interventions.

> Students' Plans

assessment instruments, reports from the T. K. Martin Center, and individual interviews. Results were and limitations of students and the assistive technology required for possible solutions. Results also analyzed using both qualitative and quantitative methods. Results indicated the functional abilities Students' needs for career counseling and assistive technology training were determined from the indicated the needs for intensive career counseling. Data collected was used in formulating the guide.

Analysis of the data indicated several trends in assistive technology.

- They also had better access to technology than students with other types of disabilities but indicated Students with visual impairments were more aware of and supported in their use of technology. that they needed further training.
 - Students with acquired disabilities had little information about technology that would facilitate their academic success and transfer to the workplace.

Trends

- Students with learning disabilities as a group were unaware of any technology that would assist them academically.
- Students with orthopedic/mobility impairments indicated a priority for an adaptive driving evaluation.
- Students with speech/language impairments were committed to updating their assistive technology skills and devices.
- Students indicated that technology might be useful to them to complete course requirements but needed more emphases to understand its importance in achieving career goals.





Evaluate

Exit Interviews

141 students participated in exit interviews to evaluate the effectiveness of the course, individualized counseling sessions with students, and the assistive technology training. Intake and exit interviews were analyzed using qualitative methods. Results were interpreted into improvements in the program.

> Career Readiness Inventory

The 57 students who completed the course taught three semesters completed the Career Readiness Highest mean gains were in describing how the Americans with Disabilities Act protects people with Inventory in the first and last week of each semester. The post test indicated gains in all 27 items. disabilities in employment with a mean gain of 2.43 and using a word processor for computer communication with a mean gain of 1.95.

> Advisory Board

35

Evaluative data, including exit interviews, course evaluations, and assistive technology evaluations, was reviewed by the Advisory Board. The Board made recommendations and gave approval for project activities.

Produce Guide Consolidated Research

was based on the qualitative and quantitative research with 81 college students with a variety of types College Students With Disabilities and Assistive Technology: A Desk Reference Guide (See Portfolio) Hutto, agreed to edit and make revisions and were listed as third and fourth authors. The guide is Advisory Board for suggestions and approval. Two Board members, Dr. H. F. Rizer and Dr. M. D. studies were developed to fit each type of disability. The draft of the guide was reviewed by the of disabilities. The research and analyses of the data was consolidated into categories by major types of disabilities with functional limitations and possible technology solutions for each type. sted in ERIC Clearinghouse ED 407 810.

Design

technology solutions in chart form, list of resources, specialists, a career checklist, definitions of terms professionals to quickly locate the information they needed, it was important for the guide to be clear, The design focused on customizing to meet the needs of vocational rehabilitation counselors, career 45 pages and contained: tabs for major types of disabilities, list of functional limitations and possible concise, and easy to follow. Consideration was given to adaptability to other sites. The guide was services personnel, disability services counselors, and employment recruiters. For these and all the State Tech Act addresses.

> **Publication** Quality

attractive cover, quality paper, spiral binding and tabs for quick access. Appearance was considered vital to the guides' appeal to readers. The State Tech Act, Project START, Mississippi Department of Rehabilitation Services was contacted and agreed to provide funding for publication of 4,000 copies. insufficient funds remained in the project budget to produce a professional quality publication with



Interns

was assigned a case load of college students with disabilities. The supervised experience prepared articles to further their knowledge and abilities in counseling students with disabilities. Each intern education were recruited; trained; and provided a training notebook of information, resources, and Ten graduate intern students in rehabilitation counseling and in student development in higher the interns for employment in a variety of rehabilitation settings.

Workshops

A total of 8 one-day workshops were conducted and trained 178 service providers.

- 123 vocational rehabilitation counselors and 18 evaluators in the state of Mississippi were trained through a series of six workshops.
 - 26 disability services counselors representing 15 institutions of higher education statewide received training.
 - 29 career services personnel from eleven institutions of higher education and employment recruiters and members of the business community statewide received training

Guide

All workshops attendees and interns received a guide. The guide provided additional information and a resource for further assistance in determining the assistive technology solutions for students, clients, and employees.

Evaluate

Interns

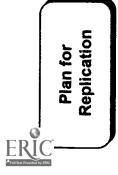
career counseling services was tracked, data was collected, and case notes of all students were kept by the interns. The interns completed an evaluation in their exit interviews. Results indicated interns nterns were evaluated in weekly one-hour sessions with their supervisor. Progress in providing had acquired skills in counseling, using assistive technology, problem solving, and promoting independence with students with a variety of types of disabilities.

Workshops

presented. Mean ratings were between 1.1 and 1.4 (1 = excellent, 2 = good). Evaluations indicated workshop and by small group sessions to determine the needs and value of training in assistive echnology. Evaluation comments were: very informative, excellent workshop, interesting, well Workshops were evaluated by completion of workshop evaluation forms at the close of each the workshop was helpful in expanding knowledge of assistive technology for students with disabilities. Attendees indicated a desire to return for additional training.

Guide

Evaluations rated the guide as very useful, liked the chart form of possible limitations and solutions, Each guide contained an evaluation form to be completed by workshop participants. Forms were mailed back to Project PAACS after service providers had the opportunity to review the guide. and found the tabs very useful. Many agencies wrote to request additional copies.



Cost Effective

Cost effectiveness for model replication was secured by additional funding from Project START so that guides could be provided free of charge and an adequate supply available to send multiple numbers of copies so that each professional could have a copy on his/her desk.

> Replication Ease of

basic considerations of technology. It contained list of specialists to refer to and the State Tech Acts The guide made replication of services easy for other sites as it provided information essential for in each state for further resources.

Adaptable

situations. Sites wishing to use the information were able to order additional copies for all personnel The guide was designed to be adaptable to other sites with a "How to Use this Guide" section at the front. The charts of limitations and solutions for types of disabilities were adaptable to many other involved.

Disseminate

Funding

Insufficient funds remained in the budget for mailing the guide to requesters. To remedy this problem letterhead and enclosing a 10"X13" self-addressed mailer with the appropriate postage on the mailer. each requester was asked to pay the cost of mailing by sending a letter of request on institution

Advertisement

The availability of the guide was published on the Disability Services list-serv, the Job Place list-serv, grants. The first printing was for 2,000 copies and when these were gone, Project START agreed to professional association publications, the Disability Resources Monthly-New & Noteworthy, selected fund a second printing of 2,000 copies. Many multiple copies were sent by request with the agency for inclusion in the CT Postsecondary Disability Technical Assistance Newsletter, and through state and national presentations. Project START sent a copy with a cover letter to all 52 state tech act arranging for shipment collect on delivery.



Requests

Letters from agencies requesting the guide served as an evaluation. Over 30 agencies wrote back asking for bulk mailings to be shipped collect on delivery. Agencies indicated they wished to make guide. Agencies expressed appreciation that the guide was free and the cost of mailing was their rehabilitation sent a memo to all their statewide employees instructing them on how to order the the guide available to all personnel in their division or department. Three state departments of only expense.

Forms

Evaluations of the guide were provided by an enclosed form in each guide sent. The requester was asked to complete the form and return to Project PAACS. Results of the evaluation indicated that:

386 were returned

345 stated the guide was most helpful

39 stated the guide was somewhat helpful

stated the guide was not helpful.

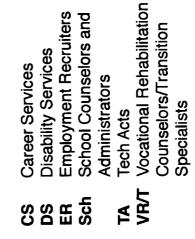
specialists helpful. Consumers indicated that there was not another guide for assistive technology for information about different types of disabilities quite useful, liked the list of definitions, found the list of college students with disabilities and that it was the only one of its kind. Consumers requested an Remarks about the usefulness of the guide included: liked the setup, tabs were very helpful. adapted version for students in grades K-12.

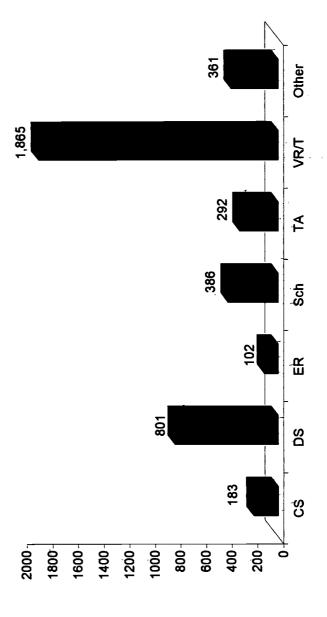
National Requests for the Assistive Technology Guide

· 479 institutions/agencies located in 49 states of the nation and 5 foreign countries requested the guide

Requesters were required to send a stamped, self-addressed mailer. See Appendix D, page 59 for database for list of institutions.

Who Requested the Guide?









Case Study of a Student with a Learning Disability

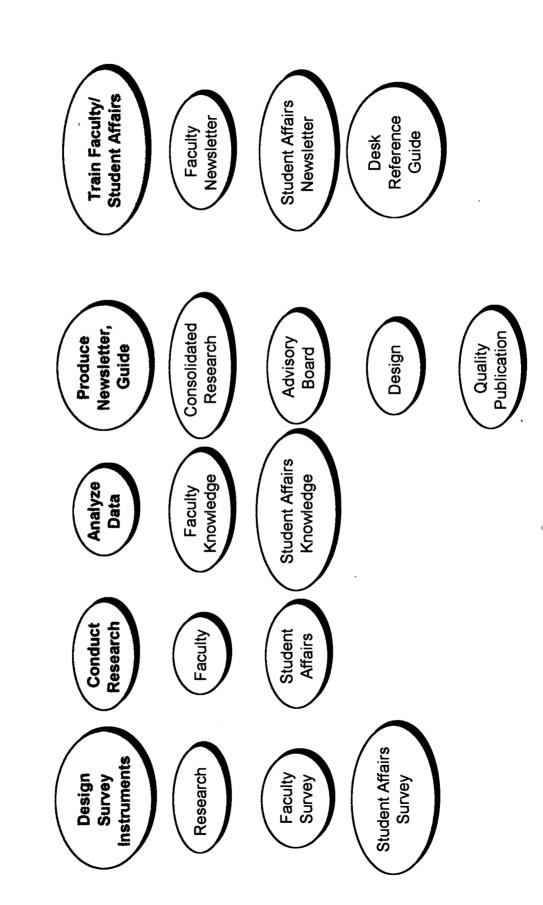
Jake, a 27-year-old senior, plans to graduate in Wildlife Management. A history of learning disabilities dating back to the deficits in spelling and reading. He can only read for short periods of time and has poor comprehension and retention of first grade has affected his academic performance. He functions within the average range of intellectual abilities with the material

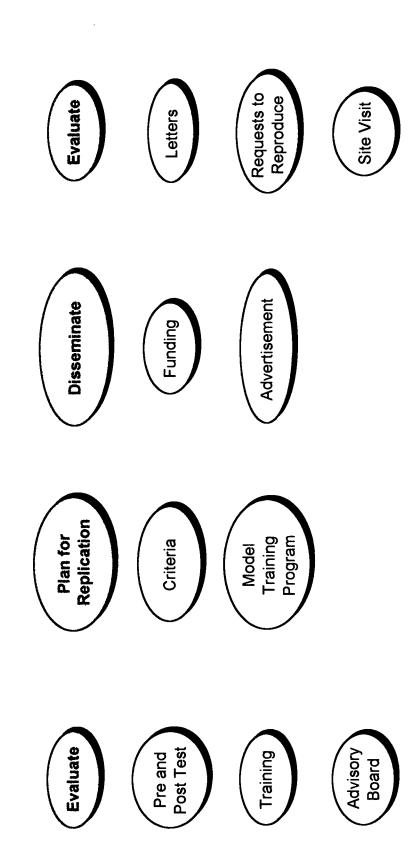
area. He owns an IBM compatible computer with DOS and WordPerfect 5.1 for DOS. A lack of computer skills affects his organization. He stated that he is an auditory learner and receives extended test time, a personal reader, and a quiet test Jake requested services to determine whether technology could assist him with reading, writing, taking notes and ability to utilize his computer as a learning and study tool.

Jake's Deficits	Evaluator's Recommendations
Reading	Reading
While reading aloud he exhibited difficulties decoding and defining unfamiliar words.	The evaluator scanned several chapters from his textbooks into the computer using a flatbed scanner and optical character recognition (OCR) software. The digitized text was then loaded into a reading program.
	To reduce eye fatigue and improve readability, the monitor's contrast was decreased to a beige background with large 18 font size black letters highlighted in pale blue.
	Wearing headphones, he adjusted the speaking rate to a preferred speed, then listened and watched as the program highlighted and read each sentence aloud.

Jake's Deficits	Evaluator's Recommendations
Writing	Writing
Jake indicated his writing strength is in the area of generating good, creative ideas. He needs assistance with capitalization, punctuation, grammar, spelling, appropriate word usage, word retrieval, and proofing.	The evaluator recommended that he upgrade his computer to Microsoft Windows since he has trouble remembering commands. A word prediction program was recommended to improve his writing skills.
Due to writing and attention deficits, he struggles taking notes while working outside.	It was recommended he use a tape recorder with an external microphone or voice manager while recording observations in the field, then writing the reports later. Alternatively, he could use a portable word processor to record notes on the job, in class, or in any other setting. After recording the notes, he would plug the word processor into a computer and download the text into a word processor. He would then format text, check the document for spelling and grammar errors, then print the document.
Organization	Organization
Jake experiences difficulties keeping track of assignments and turning them in on time.	The evaluator recommended that he use a voice manager, electronic organizer, or paper appointment calendar to alleviate these difficulties. A tape recorder with cue/review and tape counter for recording lectures was also recommended. These two features eliminated the need to re-listen to the entire lecture to fill in the gaps in his notes.











An intensive review of the literature and consultation with professionals was conducted to develop survey items considered relevant to faculty and student affairs staff knowledge of disability laws in higher education.



A 26-item survey instrument, Faculty and Staff Survey of Knowledge of Disability Laws, was produced based on research from the law and recent court cases.



A 26-item survey instrument, Student Affairs Staff Survey of Knowledge of Disability Laws, was produced based on research from the law and recent court cases.

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The Faculty and Staff Survey of Knowledge of Disability Laws was mailed with a cover letter to 845 faculty and staff at Mississippi State University. The survey had two purposes:

- 1. to determine present knowledge of disability laws and
- 2. to stimulate interest and awareness of knowledge of disability laws.

The faculty survey had a return rate of 47%.



The Student Affairs Staff Survey of Knowledge of Disability Laws was mailed with a cover letter to 112 student affairs staff at Mississippi State University. The survey had two purposes:

- 1. to determine present knowledge of disability laws and
- 2. to stimulate interest and awareness of knowledge of disability laws.

The student affairs survey had a return rate of 63%.





Faculty Knowledge

March 1997, pp. 166-180 (Appendix E, page 74). The survey is listed in ERIC Clearinghouse ED 395 17 of the survey items, 30% or more of the faculty responded incorrectly or did not know what the law mandates. This research was published in Rehabilitation Counseling Bulletin, Volume 40, Number 3, Descriptive analyses were performed on the data from the Faculty and Staff Survey of Knowledge of Following the analysis of the data, minor changes were made in the survey items for clarification. In Disability Laws and reported using frequencies and percentages for each of the survey items.

> Student Affairs Knowledge

23 of the survey items, 20% or more of the faculty responded incorrectly or did not know what the law Descriptive analyses were performed on the data from the Student Affairs Staff Survey of Knowledge Following the analysis of the data, minor changes were made in the survey items for clarification. of Disability Laws and reported using frequencies and percentages for each of the survey items. mandates. The survey is listed in ERIC Clearinghouse ED 395 441.





Consolidated Research

(Portfolio). In the guide, possible accommodations were listed under the major types disabilities with The analyses of the data from the two surveys was consolidated into what faculty and student affairs the newsletters and College Students with Disabilities: A Desk Reference Guide for Faculty and Staff tape recording lectures, and an accessibility checklist. The guide is listed in ERIC Clearinghouse ED students/faculty/institution, tips to facilitate learning, tips for disability awareness, agreement form for staff need to know about disability laws. This information was used as the foundation in developing tabs for quick access to information. The guide included sections for the law, responsibilities of 395 441. The newsletters are listed in ERIC Clearinghouse ED 395 422 and ED 395 425.



The Advisory Board met to review the draft of the guide and make recommendations, suggestions, and modifications. These changes were incorporated into the final copy with Board approval.



prolonged searching and reading was called for. Information was displayed in table form as often as A quick reference guide that faculty and staff could use to find the information they needed without possible and summarized into brief paragraphs. The final guide was 28 pages with tabs for major types of disabilities.



The guide was designed to appeal to busy faculty and staff because it was easy to read, concise, and appearance with a 2-color cover, spiral binding, quality weight paper and tabs for important sections. attractive. In addition, every professional had a copy on their desk and did not need to go to the To promote reader interest and use, it was essential that the guide have a professional quality library to find information about accommodations and the law.



Faculty Newsletter

survey had raised interest and the newsletter provided the answers and served as a training method newsletter was in a 3-hole punch form designed for faculty to keep and refer to for information. The A newsletter with the referenced answers to the items on the survey was mailed to all faculty. The faculty and staff were believed to have been trained than would have been reached in a workshop. and resource. By mailing the survey followed by the newsletter to all faculty, a greater number of

> Student Affairs Newsletter

staff. The newsletter was in a 3-hole punch form designed for student affairs staff to keep and refer to A newsletter with the referenced answers to the items on the survey was mailed to all student affairs for information. The survey had raised interest and the newsletter provided the answers and served as a training method and resource. By mailing the survey followed by the newsletter to all staff, a greater number of student affairs staff were believed to have been trained than would have been reached in a workshop.



guide received the third place award by the Association on Higher Education and Disability (AHEAD) As a final component of the training program, College Students with Disabilities: A Desk Reference Guide for Faculty and Staff was sent to all faculty and staff at Mississippi State University. for faculty training guide at the July 1997 International Conference in Boston, MA.





Post Test Pre and

Following the surveys another newsletter with the correct answers was mailed to all faculty and staff. The newsletter was in 3-hole punch form to be kept for reference. Comments from faculty included: project. The total number of faculty and student affairs staff who responded to the survey was 395. Post tests of the surveys for faculty/staff and student affairs were conducted in the 3rd year of the

"I kept my old survey to compare and see if my score improved and found that on the post test I

knew the correct response to all 26 items."



This training program of surveys, newsletters, and the guide was considered effective for the following reasons:

- it was believed to reach a larger number of professionals than a workshop,
- 2. busy staff and faculty did not have to take time away from duties to attend a meeting or fail to attend due to schedule conflicts, and
- all faculty and staff had the essential information about disability laws on their desk for easy reference and reinforcement of learning.

Letters and comments from faculty and staff indicated it was a favorable method of training and they were now aware of the importance of knowledge of disability laws and the requirements in accommodating students with disabilities.



The Advisory Board met to review the effectiveness for the training program and provided input from a cross section of departments on the campus. Reviews were positive and the Board indicated their approval on the success of the training.





laws was designed to be cost effective to all institutions that requested products of the project. Many needed a design that was easy to replicate without large amounts of professional staff time involved. The plan for replication of the model training program for faculty and staff in knowledge of disability Finally, it needed to be adaptable to multiple sites, agencies, institutions in a variety of settings. keeping the cost at a minimum was relevant to its replication. In addition, the training program requesting institutions felt a need to train but did not have a line item in the budget. Therefore,



The training program was packaged for dissemination and called the "Survey/Educate Model Training Program" (Portfolio). It contained the following items:

- a 26-item camera-ready survey of faculty staff knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the faculty survey
- a 26-item camera-ready survey of student affairs staff knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the student affairs survey
 - a 28-item camera-ready survey of student knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the student survey
- a Desk Reference Guide for Faculty and Staff with instructions on how to receive a customized camera-ready copy.

A description of how to implement the model training program was enclosed. Permission was given to make multiple copies of all of the materials with the stipulation that the credit page be kept on all





requesters to send payment for cost of mailing. The Project PAACS budget paid for the materials and In the third year of the project, the budget for postage was depleted and other means of paying for institutions who requested the model program were instructed to send a 10" imes 13" self-addressed mailing the model training program were required. This project did not have a revolving fund for mailer, stamped with \$4.00 in postage, and a letter of request on institution letterhead



national, and international presentations; Disability Compliance For Higher Education Newsletter; and AHEAD. Further publicity was gained as the program was promoted at ADA training sessions in The Survey/Educate Model Training was advertised on the Disability Services List serve; state, other states such as Maine, California, and Hawaii.





from the camera-ready materials that were provided, and gave professionals the essential information training program was effective in reaching a large number of faculty and staff, was easy to reproduce Letters from the institutions who requested the "Survey/Educate Model Training Program" and paid the mailing cost, served as an evaluation of the training program. These letters reported that the they needed to know about disability laws.



served as an evaluation of the success of the program. Each requestor was allowed to put the name original guide. Evaluative feedback included: reached a larger number than a workshop, stimulated of their institution on the cover page, keep the credit page to Project PAACS, and reproduce the The institutions that used the camera-ready copy of the guide to reproduce for all of their faculty interest and awareness, was relatively easy to reproduce.



Project PAACS had accomplished was "unprecedented" in his experience. See Appendix F, Page 82. A site visit was conducted by Dr. Tom Grayson of the Transition Research Institute in August of 1996 after the first year of the project. Dr. Grayson wrote a letter following the site visit that the work

National Requests for the Survey/Educate Training Program

356 institutions located in 50 states of the nation and 2 foreign countries requested the Survey/Educate Training Program Requesters were required to send a stamped, self-addressed mailer. See Appendix G, page 84, for database for list of requesting institutions.

 41 of the 356 institutions requested a customized camera-ready copy of College Students with Disabilities: A Desk Reference Guide for Faculty and Staff These institutions were given permission to reproduce the project's guide with the name of their institution on the cover. Institutions were required to keep the credit page on all copies. The names of those institutions are listed below.

Aiken Technical College, SC
Alexandria Technical College, MN
CA State University, San Bernadino
Century College, MN
Chicago State University, IL
Dakota County Technical College, MN
Delta State University, MS
Duquesne University, PA
East Central Community College, MS
Eastern Kentucky University, KY
Franklin Pierce College, NH
GateWay Community, AZ
Grand Valley State University, MI
Hinds Community College, MS

Itawamba Community College, MS James Madison University, VA Kapi'olani Community College, HI Metropolitan State College, CO Midwestern State University, TX Mississippi College MS Delta Community College MS Valley State University Missouri Southern State College MT State University, Billings New York Technical College North Carolina State University

Palm Beach Community College, FL
Palomar College, CA
Ramapo College of New Jersey
Saint Louis University, MO
Seattle Central Community College, WA
Seminole Community College, FL
Stephen Austin State University, TX
Suffolk University, MA
SUNY at Stony Brook, NY
University of Missouri, Columbia
University of Tampa, FL
Volunteer State Community College, TN
Washington State University
Wayne State University, MI



Select Comments about the Faculty Training Program

James Madison University, VA

Rehabilitation Act and the ADA. Ms. Bethea and Dr. Thompson's leadership far exceed similar materials in circulation. "As the affirmative action officer, I have the opportunity to review an enormous amount of literature which discuss the Thank you for the opportunity to take advantage of the project's enormous success!"

The University of Maine System, ME

We collected and reviewed a number of similar publications produced by other universities. The one developed by Project 'Recently the University of Maine System began working to develop a handbook to help faculty provide accommodations. PAACS was at the top of the list because of its readability, scope, and suitability for a faculty audience in terms of both depth and style."

University of Hawaii, Leeward Community College, HI

"Your distribution of Project PAACS materials could not have been more timely. The opportunity to use your materials as a follow-up has just curtailed my attempts to reinvent the wheel. Thank you for the development of such very welcome and useful materials."

North Carolina State University, NC

"The guide was easy to read, use and reproduce and we did not have to assemble all the information from scratch".

Saint Louis University, MO

"The surveys were something that the faculty could do at their convenience. Thank you for allowing us to use the surveys and guide on our campus."

Dean of Education, Mississippi State University, MS

"I have a copy of the Desk Reference Guide. It is a fine document and should be helpful to faculty across the university. know this document will help all of us improve the quality of education a student with a disability receives at MSU."

Project Summary

Students Served

ERIC

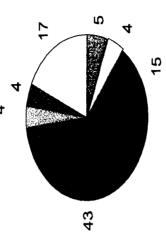
Types of Services Provided

- 141 intake and exit interviews were conducted
- 92 students had assistive technology evaluations and trainings
 - 57 students completed a 3-credit hour Career Planning course designed for students with disabiities
- 127 students were trained in knowledge of disability laws and accommodations
- 55 students participated in a mentor program
- 73 students were trained in resume and cover letter writing
- 73 students completed career exploration assessments
- 77 students researched how to choose a major
- 58 students received assistance in selecting job preferences
- 69 students practiced interviewing skills including disability disclosure
 - 77 students were trained on the Americans with Disabilities Act

Student Information

- 20 students were minorities
- 44 students were clients of vocational rehabilitation

Types of Technology Evaluations Completed



- Adaptive Computer Access
 - Adaptive Driving
- Home Accommodations LD/ADD/ADHD
- Seating and Mobility Speech
- Visual Impairments





Faculty, Staff, and Administrators in the State of Mississippi Trained

- knowledge of disability laws in higher education. 400 faculty/administrators and 70 student affairs staff completed and returned the surveys. Following the surveys all faculty/administrators and student affairs staff were mailed a 3-hole 845 faculty/administrators and 112 student affairs staff at Mississippi State University received a 25-item survey of punch newsletter with the referenced answers to the items on the surveys.
 - 1,015 faculty/administrators and 142 student affairs staff received the professional quality College Students with Disabilities: A Desk Reference Guide for Faculty and Staff to use as a resource in accommodating students.
- · 200 new faculty and student affairs staff who joined the staff at MSU in year two and three of the project received the Desk Reference Guide with a cover letter explaining the importance of awareness of disability compliance in higher education.
- instructions on how to receive a camera-ready, customized copy to be reproduced and distributed to each faculty and newsletters and a copy of College Students with Disabilities. A Desk Reference Guide for Faculty and Staff with · 9 universities, 15 community colleges, and 2 private colleges in the state received camera-ready surveys and staff member.

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Service Providers in the State of Mississippi Trained

ERIC

206 service providers were trained

 8 workshops on types and benefits of assistive technology were conducted for: CSC/ER career services counselors and employment recruiters

DSC disability services counselors

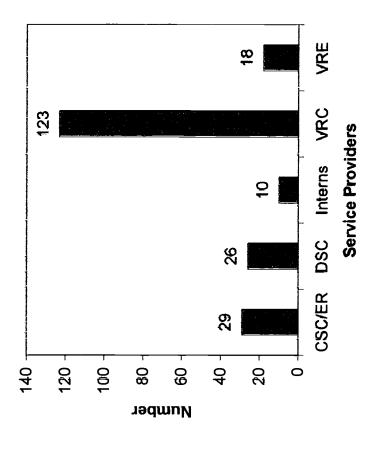
VRC vocational rehabilitation counselors

VRE vocational rehabilitation evaluators

Each workshop attendee received a copy of College Students with Disabilities and Assistive Technology: A Desk Reference Guide.

 10 graduate intern students (5 in rehabilitation counseling and 5 in student development in higher education) were recruited and trained

Each intern was assigned a caseload of students.



BEST COPY AVAILABLE

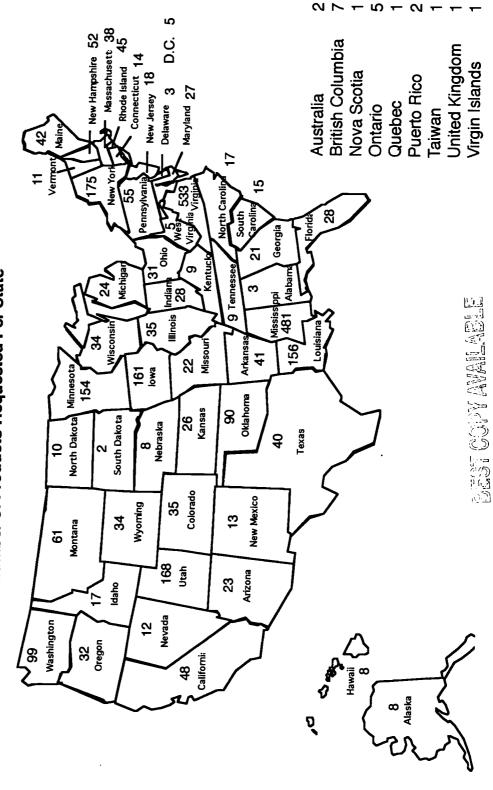
National Requests for Project PAACS Materials

Survery/Educate Training Program 365 institutions in 47 states and 2 foreign countries

Customized Faculty Guide 46 institutions in 24 states

Assistive Technology Guide 546 institutions/agencies in 50 states and 5 foreign countries

Number of Products Requested Per State





Publications and Presentations

- · 8 publications in professional journals and/or ERIC Clearinghouse
- 3 international peer reviewed presentations
 - 3 national peer reviewed presentations
 - 1 state peer reviewed presentation
- · 8 invited presentations/workshops

See Appendix H, page 96-97 for listings

Distinctions and Recognitions

- Postsecondary Disability Network News, Number 33, Spring, 1998, page 11, A. J. Pappanidou Center at College Students With Disabilities and Assistive Technology: A Desk Reference Guide was listed in: Disability Resources Monthly, New & Noteworthy, Volume V, Number 2, September 1997, page 2. ALERT, AHEAD Newsletter in New Resources Available, Volume 21, Number 4, June/July 1997 University of Connecticut.
- faculty guides at the Association on Higher Education and Disability (AHEAD) International Conference, Boston, MA, College Students with Disabilities: A Desk Reference Guide For Faculty and Staff received the third place award for

External Funding Secured

- \$10,000 for printing funded by Project START, Mississippi Department of Rehabilitation Services for College Students with Disabilities and Assistive Technology: A Desk Reference Guide
- \$5,000 for printing funded by Project START, Mississippi Department of Rehabilitation Services for Students with Disabilities and Assistive Technology: A Desk Reference Guide
- \$15,000 secured from Project START for assistive technology devices such as adjustable computer tables, computers, printer and site licenses for specialized software.



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Additional Activities

· 91 college students with disabilities completed a 28-item Student Survey of Knowledge of Disability Laws and Recent Legal Decisions. The students were provided a newsletter with the referenced answers to the survey items. The survey and newsletter were researched and developed by Project PAACS and designed to be a first step in training in disability laws that delineate reasonable accommodations.

- on assistive technology in distance learning that was planned, funded, and led by cooperating agencies: Project PAACS, · 80 professionals who provide assistive technology services to individuals with disabilities were trained at a conference Project START, and the T. K. Martin Center for Technology and Disability.
- · 2,000 copies of a third guide entitled: Students With Disabilities and Assistive Technology: A Desk Reference Guide were printed.

and the word "postsecondary" was dropped from the title. The new guide contained information about the IDEA and the This publication was developed by request from the Montana Center on Disabilities, Billings, MT, Steve Ellerd, who saw rehabilitation/fransition counselors, and students/families. The case studies were changed to reflect younger students the need to adapt the guide to students in secondary, junior high, and middle school. (See Appendix J, page 108) The EP. Project START and the transition specialists in Mississippi also recognized the need for an assistive technology target population for the new guide was special education/general education teachers, school counselors, vocational guide more suited to this population. Project START provided funding for the guide and agreed to handle all dissemination activities. There was no cost to the budget of Project PAACS.

Additional Activities continued

ERIC

\$15,000 was requested and funded by Project START to be used in the purchase of assistive technology devices and equipment to promote student use

and Jaws, Inspiration, Aurora, and Zoomtext software. Students were introduced to the equipment and encouraged to Adjustable tables were placed in computer labs in the library, Butler Hall, and the residence halls. A special assistive technology lab was established in the offices of Project PAACS with a computer, printer, scanner with OCR program, use the specialized programs to complete academic assignments.

10 students organized "Access Through Technology," a university recognized student organization.

The students made presentations to freshmen seminar classes, graduate rehabilitation classes, and other classes such The purpose of the organization is to promote awareness of assistive technology for college students with disabilities. as Environments for Special Needs. Students worked with staff in the computer labs on campus to make them more

A web site was created to provide electronic access to products of the project.

Project PAACS web site may be found at http://www.msstate.edu/Dept/COE/PAACS and provides access to College Students With Disabilities and Assistive Technology: A Desk Reference Guide and Desk Reference Guide for Faculty and Staff: College Students with Disabilities





Budget

Project PAACS exceeded the activities of the original grant proposal through staff efforts in working with other statewide agencies to promote goal achievement. The project had a full staff in all three years of funding.

In year one of funding:

recognition and extensive requests. Funding for national dissemination was not written in the grant until the third year. A model training program for faculty and staff in knowledge of disability laws was developed and received national In order to meet the large demand, requesters were asked to send a stamped, self-addressed mailer with letter of request on institution letterhead. The Project PAACS budget financed the reproduction and printing costs.

Five training workshops in assistive technology for rehabilitation counselors and one for evaluators were conducted and funded by Project START and the T. K. Martin Center.

In year two of funding:

asked to review the rough draft and consider funding the printing. Project START agreed to provide \$5,000 for printing written, and produced. Research indicated the deficit of information about assistive technology and the extreme need for a resource. Insufficient funds were budgeted to produce a quality publication. Project START was contacted and A second <u>model program</u> for providing assistive technology for students and their service providers was researched, 2,000 copies. Again, requesting agencies were asked to cover all mailing costs.

computers, software, and adjustable tables for students with disabilities to use in their academic assignments and job Project START also agreed to provide an additional \$15,000 to purchase computer access equipment such as search endeavors.

and employment recruiters were conducted. Project PAACS provided staff, resources, and contacts and the other two One training workshop in assistive technology for disability service providers and one for career services counselors agencies provided the budget, technology specialists, equipment and facilities.



In year three of funding:

budgeted for this large demand. National requests for the faculty training in disability laws program required additional \$5,000 to print another 2,000 copies. Requesters were required to pay all mailing costs as inadequate funds were printing. The Project PAACS budget was able to meet that demand but requesters were required to pay the mailing National requests for the assistive technology guide required additional copies. Project START agreed to provide costs.

added expense of travel, requesting institutions were asked to cover the costs of staff travel. The budget paid travel Project staff were invited to visit other institutions of higher education and present at faculty meetings. To meet the expense for presentations at national professional meetings.

large national demand. This would not have been possible without the collaboration of other agencies for funding, no-cost assistive technology specialists and professionals, assistive technology devices and equipment, and use of specialized All funds in the budget were spent. Project PAACS produced two model training programs with materials to meet the The budget for Project PAACS in the 3-year funding period included: facilities.

\$328,809 71,546 25,000	OSERS MSU cost sharing Project START, Mississippi Department of Rehabilitation Ser
\$425,355	Total

rvices

Major Contributors

Sponsor	Provided
Project Staff Director: Anne R. Thompson, Ph.D., C.R.C. Coordinator: Leslie Bethea, M.S., C.R.C. Graduate Assistants: Jennifer Turner, Danette West, Jodi Roberts	Researched and developed materials of the project. Produced 3 desk reference guides that were disseminated nationally. Trained students, faculty, staff, and service providers. Conducted the activites and evaluations of the project.
T.K. Martin Center for Technology and Disability Cognitive Specialist Seating and Mobility Specialist Adaptive Computer Access Specialist Vision Specialist Activities of Daily Living Accommodations Specialist Adaptive Driving Specialist Alternative and Augmentative Communication Specialist	Conducted 92 individual assistive technology evalutaions and training with students. Provided evalutaions and training with students. Provided written reports used in researching the College Students with Disabilities and Assistive Technology: A Desk Reference Guide. Led workshops to train vocational rehabilitation counselors, career services counselors, disability support services counselors, and employment recruiters.
No Cost Consultants Melanie D. Hutto, Ph.D., L.P.C., C.R.C. Harry F. Rizer, Ed.D.	Provided expertise in editing and revising the draft of <u>College Students with Disabilities and Assistive Technology: A Desk Reference Guide</u> and <u>Students with Disabilities and Assistive Technology: A Desk Reference Guide.</u>



Sponsor	Provided
Project START Steve Power, Director	Provided support and funding for the 8 workshops,the publication of 2 desk reference guides, and the assistive technology lab for students at MSU.
Advisory Board	12 Advisory Board members provided resources, ideas, evaluations, and approval for all project activities.
Interns	10 interns provided comprehensive career counseling sessions, conducted intake/exit interviews, assisted in collecting research data.
Employers	50 employers representing health care, contracting, legal, banking and finance, agriculture computer sciences fields participated in a Mentor Program.
Recruiters	Recruiters from Chevron U.S.A., Shell Oil Services, Weyerhauser, Mississippi Chemical Corporation led workshops on job search skills for students.

Sponsorship and Collaboration

Sponsor	Provided
Office of Special Education and Rehabilitation Services	\$328,809 for 3 year project
Mississippi State University	\$71,546 cost sharing

Collaborator	Provided
Mississippi Department of Rehabilitation Services, Project START	\$10,000 for printing guide \$15,000 for assistive technology devices such as adjustable computer tables, computers, printer and site licenses for specialized software
T. K. Martin Center for Technology and Disability	Technology specialists conducted evaluations and training for students and led 8 workshops to train career services staff, disability services counselors, vocational rehabilitation counselors, and employment recruiters.

9	
\$425,356	
Total Funding	



(C)

Evaluation

Evaluation was an ongoing part of every phase of project activities and included:

- Advisory Board members provided evaluative feedback on program activities at regular scheduled meetings.
- · A process evaluation plan and a time line insured that activities were conducted, data collected, criteria for judgment determined and responsibilities delegated
- · Intake/Exit interviews with students with disabilities and graduate interns measured gains in knowledge, skills, and career readiness.
- · Assessment instruments (assistive technology and career readiness self-perceptions) measured progress in use of assistive technology and preparation for transition to employment.
- · Career Planning Course evaluations completed by students at the end of the semester provided input for course modifications and improvements.
- · Faculty, student affairs staff, administrators and students completed surveys to measure knowledge of disability laws and recent court cases. The data from the surveys was interpreted into planning for training.
- Site visit by Dr. Tom Grayson of the Transition Research Institute made suggestions for further evaluation of products of the project
- Workshops participants completed an evaluation form that provided input and planning for future workshops.
- Mentors and students completed evaluations which were interpreted into improvements in planning mentor relationships.
- · Letters from requesting institutions of higher education for the Survey/Educate Model Training program gave evaluative feedback of effectiveness at other sites.
- Evaluation forms included with all assistive technology guides indicated the usefulness of the guide.



Recommendations

· Research is needed to learn why many students with disabilities are not using assistive technology programs that would promote their learning in higher education and transition to employment.

Areas of possible investigation include:

- reasons for limited use of assistive technology labs that are available on campus
- · reasons students fail to complete training in assistive technology
- reasons that specialized software programs that promote independence and academic achievement are not · Additional research is needed on assistive technology and students with learning disabilities to determine

Areas of possible investigation include:

- how the disability impacts learning and using the programs
- the amount and type of support that is needed to continue use
- · what are the motivators that promote continued mastery of programs
- · Emphasis needs to be placed on the importance of assistive technology that transfers to the workplace as well as a means to complete course work for a degree.
- · Training programs in knowledge of disability laws that impact higher education must be continued and designed to reach the largest number of professionals.
- directors. Directors may need information on contacting no cost consultants, no cost specialized services and · The importance of collaborating with other agencies should be emphasized more clearly to new project additional funding for project activities that achieve the original goals.

10 G

Continuation of Project Activities After Funding Ends

ERIC

- Students will continue to receive evaluations and training at the T. K. Martin Center for Technology and Disability.
- · The 3-hour credit course, Career Planning, will continue to be taught by a teaching assistant in the rehabilitation counseling doctoral program using the lesson plans and notebook developed by Project PAACS.
- Students will have specialized assistive technology available in computer labs in residence halls, the library, and the major lab on campus.
- College Students With Disabilities and Assistive Technology: A Desk Reference Guide will continue to be sent to requesting agencies by Project START
- · Faculty and staff will each have a copy of College Students With Disabilities: A Desk Reference Guide for Faculty and Staff to refer to for information on providing accommodations to students with disabilities.
- Products that were researched and developed will be available through ERIC Clearinghouse.
- The Project PAACS web site, http://www.msstate.edu/Dept/COE/PAACS, will be available to provide information and
- · Access Through Technology, the university-recognized student organization, will continue to meet and promote awareness of assistive technology on campus.



Contents of Accompanying Portfolio

Survey/Educate Training Program

- a 26-item camera-ready survey of faculty/staff knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the faculty survey
- a 26-item camera-ready survey of student affairs staff knowledge of disability laws
- · a camera-ready newsletter with the referenced answers to the student affairs staff survey
- a 28-item camera-ready survey of student knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the student survey
- The guide is a professional quality product that is 28 pages in length. It has tabs for quick access to the major types of · a Desk Reference Guide for Faculty and Staff with instructions on how to receive a customized camera-ready copy disabilities, the law and recent court cases, and responsibilities of students and institutions.

College Students with Disabilities and Assistive Technology: A Desk Reference Guide

The guide is a professional quality product that is 44 pages in length. It has a 3-color cover age, spiral binding, charts for easy presentation of information, and tabs for quick access to the major types of disabilities, and tabs for resources, specialists, definition of terms, and a checklist

Students with Disabilities and Assistive Technology: A Desk Reference Guide

The guide was adapted by request to meet the needs of students with disabilities in secondary, junior high, and middle school and special education/general education teachers, school counselors, vocational rehabilitation/transition counselors, and families.

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Intake and Exit Interview Form

by Anne R. Thompson, Ph.D., CRC and Leslie Bethea, M.S., CRC

Your answers to the following questions will assist the staff to plan and provide career counseling and assistive technology training to promote your academic success and transition from college to employment.

Classification in College:
Hometown:
Local address and telephone number:
Major: (If undecided, majors of interest:)
Have you thought about job preferences in your major or areas of interest? (Where could you learn more about what you can do with a major in?)
What are some of the entry level requirements in your job preferences? (If unsure, where could you find out? Ask someone who is currently employed in that field?, Use the Career Exploration Guide?, Look it up in the DOT?, Occupational Outlook Handbook?, etc.)
What are some of the essential functions of your job preferences? The essential functions of a job are the fundamental job duties and do not include marginal duties. (The ADA protects people with disabilities from discrimination in the employment process ifthey are equally qualified and can perform the essential functions of the job with or without accommodation.)
What impact does your disability have on what you want to do?
What kinds of assistive technology and/or accommodations are you using in your academic work?
What kinds of assistive technology and/or accommodations are you using for any other purposes?



Where could you use a computer to help you with your class assignments? What is your previous experience with computers? Have you had a recent assistive technology evaluation? If yes, what kind, where and when? If no, would you like to have an evaluation? What kind? What would you like to do that you cannot do and wonder if the right assistive technology would make that possible? Would you be interested in participating in some career assessments? Interest Personality Work Values How would part-time work or volunteer work help you right now? What do you know about the co-op program? Disability Code: Client Code: VR Counselor: Address and Telephone Number: Interviewer: Date: 113

Career Readiness Self-Assessment by Anne R. Thompson, Ph.D., CRC Mississippi State University

Your answers to the following questions will assist the staff to plan and provide career counseling and assistive technology training to promote your transition from college to employment. You may choose not to answer any of the questions. Your survey form will be precoded and your name will be kept confidential. This data may be used for research at a later date, but at no time will your identity be disclosed.

Your classification in school.	. (Circle number of your	answer)		
1. Freshman 2. Sophor				
Present age: Yes		ler: <u>M</u> ale _	<u>F</u> emal	е
Are you currently married?		_ <u>N</u> o		
Your racial or ethnic identifi	cation:	<u> </u>		
Which one of the following (Circle number of your answ		s your primary d	isability:	
1. Blind/Visually Impaired	•	3. Deaf/Hearin	g Impaired	
4. Epilepsy	5. Learning Disablity	6. Progressive	Neuromuso	cular
7. Psychiatric Disability	8. Spinal Cord Injury	9. Traumatic B	rain Injury	
10. Other:				
Was your disability congenit acquired, what was your age				
Have you received career co	ounseling services?		Yes	No
Are you a client of vocational	l rehabilitation?		Yes	No
Are you currently receiving f	unds from vocational ref	nabilitation?	Yes	No
Have you selected a college	maior?		Yes	No
	are you satisfied with yo		Yes	_No
Do you know what kind of a	job you will look for whe	en you graduate	Yes	No
Are you currently working for	nav?		Yes	No
•	nave you previously work	ed for pay?	Yes_	
Do you anticipate working w	vhen you graduate?	_	Yes	 No
If you answered No, p	please give brief reason			
		114		



Please rate yourself on the following statements using the scale listed below. Circle the number that most nearly matches your ability.

- 1 = I definitely need skill training.
- 2 = I probably need skill improvement.
- 3 = 1 am not sure.
- 4 = I can probably do this skill.
- 5 = I can definitely do this skill.
- I can make an informed decision about my college major.
 1 2 3 4 5
- I can determine appropriate job preferencesthat are available in my major.1 2 3 4 5
- 3. I can determine the entry level requirements in my job preference. 1 2 3 4 5
- 4. I can determine the essential functions of my job preference. 1 2 3 4 5
- 5. I can determine the assistive technology that is available and will increase my employment options.

 1 2 3 4 5
- 6. I can use the options that are available in purchasing necessary assistive technology. 1 2 3 4 5
- 7. I can use a word processor for computer communication. 1 2 3 4 5
- 8. I can prepare a brief and informative resume that introduces my skills and experience. 1 2 3 4 5
- 9. I can prepare a cover letter that will encouragea potential employer to read my resume.1 2 3 4 5
- 10. I can present my strengths in an initial telephone job interview.1 2 3 4 5

Rating Scale:

1	=	I definitely	need	skill	training
- 1	_	I ACIII IIICIV	HEEU	2VIII	uanını.

- 2 = I probably need skill improvement.
- 3 = I am not sure.
- 4 = I can probably do this skill.
- 5 = I can definitely do this skill.

11.	I can decide where, when and how to disclose
	my disability to a potential employer that will promote
	the decision to hire.

1 2 3 4 5

12. I can dress to look professional for a job interview.

1 2 3 4 5

13. I can use eye contact in the job interview to indicate interest and attention.

1 2 3 4 5

14. I can maintain interview posture that conveys poise, alertness and competence.

1 2 3 4 5

15. I can use a job description to demonstrate or tell how I can perform the duties of a job.

1 2 3 4 5

16. I can use proper English grammar.

- 12345
- 17. I can organize and communicate my thoughts clearly in a job interview.
- 1 2 3 4 5
- 18. I can describe myself in a way that focuses on the things that I can do.
- 1 2 3 4 5
- 19. I can tell a potential employer how my disability has enabled me to develop special skills.
- 1 2 3 4 5

20. I can answer open-ended questions in the job interview to display my knowledge and abilities.

1 2 3 4 5

21. I can listen carefully and accurately.

1 2 3 4 5



Rating Scale:

- 1 = I definitely need skill training.
- 2 = I probably need skill improvement.
- 3 = I am not sure.
- 4 = I can probably do this skill.
- 5 = I can definitely do this skill.

22.	I can talk with an employer about medical insurance and benefits.	1 2 3 4 5
23.	I can accurately describe my job accommodation needs to a potential employer.	1 2 3 4 5
24.	I can tell a potential employer about tax credits for hiring a person with a disability.	1 2 3 4 5
25.	I can obtain housing and transportation in a new employment environment.	1 2 3 4 5
26.	I can make necessary travel	

arrangements for myself. 1 2 3 4 5

27. I can describe how the Americans With
Disabilities Act, 1990 protects people with
disabilities who are seeking employment. 1 2 3 4 5

Career Planning COE 1323 - 03

Instructor:

Leslie Bethea

Montgomery Hall, room 13 E

325-7919

LBethea@colled.msstate.edu

Credit:

3 semester hours

Catalog Description:

Three lectures. Provides students with a basis for making career decisions and selecting an academic major.

Text:

Witt, M. A. (1992). <u>Job strategies for people with disabilities</u> Princeton, NJ: Peterson's Guides.

Objectives:

- 1. Identify occupations and programs of study that may be of interest.
- 2. Identify career interests, skills, and values.
- 3. Use a variety of strategies for selecting an academic major and/or locating and securing employment.
- 4. Understand how the Americans With Disabilities Act protects individuals with disabilities in employment.
- 5. Learn to use assistive technology in the academic and work environment.
- 6. Know financial resources/purchasing options for assistive technology.
- 7. Learn appropriate job seeking skills including preparation of resume and cover letter.
- 8. Know when, where, and how to disclose a disability to an employer.
- 9. Integrate personal knowledge, career information, and assistive technology into realistic and satisfying careers.

Assignments:

- 1. Schedule appointment with TA to complete CHOICES computer program. Must be completed by September 9.
- 2. Participate in one co-curricular activity related to an academic major or career of interest by either joining a MSU or local organization or performing 2 hours of community service. Turn in Plan for Involvement September 18.
- 3. Schedule an appointment with TA to review the results of MBTI and SII. Must be completed by September 26.
- 4. Arrange and participate in an informational interview with a person who can provide information on an academic major or a career of interest. Prepare a script of questions (based on class handouts) to ask in the interview. Send a thank you letter to the person interviewed. Write a summary of the information gained in the interview. Typed summary and thank you letter due September 16.



- 5. Complete a tour of the Career Services Center Library. Arrange time with TA. Turn in Career Services Library Report September 11.
- 6. Attend Career Day. Complete the Career Day Report. Due September 11.
- 7. Complete the Occupational Report. Resources for the research include the Dictionary of Occupational Titles, Guide for Occupational Exploration, and Occupational Outlook Handbook. Due October 21.
- 8. Prepare a resume and cover letter using class handouts and resources. Meet with TA to review and revise. Due October 28.
- 9. Prepare and practice a script for interview responses. Arrange appointment with TA to practice interviewing skills and receive feedback. Turn in script November 4.
- 10. Participate in a videotaped dress rehearsal of job interview skills at the Career Services Center. Must be completed by November 20.
- 11. Meet with assigned mentor. Mentor Program will be November 18. Turn in thank you letter to mentor November 20.
- 12. Develop a portfolio of career and employment information including an assistive technology resources section. The notebook will contain class handouts, career assessment results, informational interview report, occupational outlook report, and other career and program of study information researched in the class. The portfolio will be checked October 14 and December 2.

Method of Evaluation:

Grades will follow a 10 point scale and will be based on the following criteria:

Attendance 15% Assignments 75% ADA Test 10%

<u>Students</u> who need accommodations to class materials and testing because of a disability are responsible for:

- 1.self-identifying to instructor
- 2.requesting specific accommodations.



Verified and Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guide

C I by ERIC						•				-
State	School/Agency	# Sent		Last Name	Title	Title Address	City, State	Date Disk	Disk	
_		1	KR.	Deaver, Loerance				2/3		
_		1		Verderber Nancy A.	Admin			2/16		4
AK	State of Alaska, Department of Education	1	VA	Nelson, Thea	Vocati	2	Juneau, AK	11/1		
AK	Southeast Alaska Independent Living	1	DS	Billingslea, Rosalyn	Admin P.O.	Box		12/5		
AK	Special Education Service Agency	3	DS	Young, Michael		2217 East	Anchorage, AK			
AK	United States Department of Education, Rehabilitation		VR					12/1		
AL	Samford University	1	CS	Martin, Alice	Direct	008	Birmingham,	6/12		
AL	Special Education Service Agency	2		Wright, Patricia			Anchorage, AL	3/24		
AR	University of Arkansas	1	DS	Brown, Pat	Projec		Fayetteville,	5/29		
AR	Arkansas Department of Human Services; Division of	20	VA	Miller, Nikita	Rehab	522 Main	Little Rock, AR			, 1
AR	Arkansas Department of Human Services	1	DS	Mason, Mona	Secret		El Dorado, AR			
AR	Arkansas Department of Human Services	1	DS	Paxton, Linda	Field	P.O. Box	Little Rock, AR	10/2		
AR	Arkansas Rehabilitation Services	1	VA	Marsac, Wayne		1616	Little Rock, AR	11/1		•
AR	University of Arkansas at Little Rock	1	DS	Queller, Susan		2801 S.	Little Rock, AR			
AR	Hendrix College	1	CS	Robinson, Diane	Direct	1600	Conway, AR	6/2		
AR	Henderson State University	10	}	Faust, Vickie	Direct	1100	Arkadelphia,	8/5		
Aus	Murdock University		DS	Brown, Karen	Equity Social	Social	Murdoch,	9/12		
AZ	Arizona State University - West	1	Prof	Williams, Jane M.	Assist 4701	5	West Phoeniz, AZ	4/6		
AZ	Mohave Community College	1	DS	Wong, Jodie H.	Disabi 1971		Kingman, AZ	3/30		
AZ	Arizona State University West	1	DS	Munk, Nyla Maria	Disabi P. O.	P. O. Box	Phoenix, AZ	5/22		
ΑZ	Gateway Community College	1	DS	Schon, Esther	Coord 108 N	108 N.	Phoenix, AZ	6/16		•
- AZ	Arizona State University West	4		Jordan, Charlie	Stude	4701 West	Stude 4701 West Phoenix, AZ	5/22		
AZ	Northland Pioneer College	1	DS	Reynolds, Joe Dr.	Specia	Specia P.O. Box	Holbrook, AZ	11/2		
ΑZ	Glendale Community College		DS	Oreshack, Nancy	Disabi	Disabi 6000 W.	Glendale, AZ	5/22		
ΑZ	Northern Arizona University	_	വ	Fields, Marsha	Assist	Assist NAU Box	Flagstaff, AZ	-		
ΑZ	The Navajo Nation	1	ΛA	Roanhorse, Treva	Direct	Direct P.O. Box	Window Rock,			
BC	North Island College	2	DS	Spencer, Judy,	Progra	Progra 1480 Elm	Campbell	2/3		
CA	Cabrillo College	1		Eldridge, Sandra	Adapti 6500	0059		9/22	1	
CA	Pride Industries	1	VR	Elston, Rosemary	Assist One	One	Roseville, CA	9/22		•
CA	Palomar College	_	DS	Haines, Ron	Direct	1140 West		1077		
CA	California State University, Long Beach	1	DS	Sharp Johnson,	Work	1250	Long Beach,	7/18		
CA	California State University, Chico	1	DS	Chapman, Jan	∞		Chico, CA	2/56		
CA	Loma Linda University			Watson, Georgia	Admin	Evans Hall	Admin Evans Hall Loma Linda,	11/1		
CA	California State University, Northridge	œ		Sanderson, Gary R.	Outrea 1811	18111	Northridge, CA			
SAn L	ia State University - WorkAbility IV	3	DS	Erickson, Nicholas	Projec 5500	2500	San	3/30		
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S	State	School/Agency	# Sent		Last Name	ess		Date Disk
<u>い</u>	CA	California School of Professional Psychology	1	Prof	Olkin, Rhoda	*******	leda, CA	VIS
C)	CA	California State University, San Bernardino	_	DS	Erickson, Nicholas	••••••••		5/22
Ü	CA	University of Redlands	1		Bowman, Judy	Direct 1200 East	Ą	8/19
C	CA	California State University, Northridge	1	DS	Sakata, Mark T.		Northridge, CA	1/13
C	CA	Gavilan College	1		Bedell, K., RN,	Direct 5055	Gilroy, CA	11/7
Ü	CA	University of California, San Diego	1	VR	Niman, Barry J.	Manag 9500	La Jolla, CA	10/6
	CA	Citrus College	1	DS	Hill, Donna	Secret 1000 West	Glendora, CA	9/12
	CA	University of California, Davis	1	DS	Messerli, Carma	Coord One Shield		8/21
	CA	California State Polytechnic University	2	DS	Tumer, Mark S.	Learni 3801 W.	_	4/3
	CA	University of California, Santa Cruz	1	DS	Willats, Susan		CA	6/19
	CA	San Diego City College	1	DS	Elias, Helen		San Dieg	1/8
	CA	Stanford University	L	DS	Bisagno, Joan	Direct 123 Meyer		6/12
	CA	Foothill College	-	Prof	Menager-Beeley,	Profes 12345 El		6/2
	CA	Goodwill Industries of Orange County	1	VR	Aguirre, Angie	Admin 410 N.	Santa Ana, CA	6/9
	CA	Cabrillo College			Cordery, Leigh	Coord 6500	Aptos, CA	10/6
	Can	-	1	S	Clark, Ruth J.	Librar 1874 East	Vancouver,	1/12
	Can	Douglas College	1	DS	Kyle, Jo-Anne	Facilit P.O. Box	New	9/29
1	Can	Canadore College	7		Walker, Mike	Specia P.O. Bx	North Bay,	7/23
	Can	University of Western Ontario	1	DS	Sitko, Carolyn	Resear 1137	London,	6/19
	Can	University of Guelph	1	DS	Herriot, Carol	Advis Level 3,	Guelph,	8/4
٢,	Can	Adult Services Program	1	Grt	Loewen, Gladys	Progra #112-1750		7/31
Ĺ	Can	Dawson College	_	Prof	Fichten, Catherine	Depart 3040	Montreal, Que	
	Can	University of British Columbia	1	DS	Estey, Steven	Advis Room	Vancouver, BC	~~~
	Can	Capilano College	1	DS	Bordewick, Jolene			6/9
Ĺ	Can	Trent University	-	DS	Lund-Lucas, Eunice	Coord 1600 West	Peterborough,	6/3
	00	State of Colorado, Division of Vocational Rehabilitation	1	VR	Taylor, Jennifer	Super 601 Grant	Denver, CO	3/24
	8	University of Colorado	1	DS	Roque, Lou	Office Campus	Denver, CO	6/9
5	00	University of Colorado at Boulder	3	CS	Boyle, Linda	Assist Williard	Boulder, CO	7/25
	00	Helen Keller National Center	1	DS	McGowan, Maureen Regio Rockey	Regio Rockey	Lakewood, CO	11/1
Ľ	8	University of Colorado at Denver, Center of Collaborative	1	ļ	Sands, Deanna Dr.	Resou 1444	Denver, CO	10/2
Ĭ	00	State of CO	1	VR	White, Jana	Reh.C 2850	Fort Collins,	4/24
Ĭ	00	University of Colorado at Boulder	2	Prof	Fink, Ruth J.		Boulder, CO	4/6
Ĭ	9	State of Colorado, Vocational Rehabilitation		VR	Jackson, Cindi	Vocati 222 S 6th	Grand	3/12
	00	State of Colorado, Department of Human Services	_	VR	Peterson, Karen M.	Admin 2850	Fort Collins,	3/16
	00	Western State College of Colorado	1	DS	Edwards, Jan	Coord Union 102	Gunnison, CO	12/4
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Wellegest for College Students with Disabilities and Assistive Technology: A Desk Reference Guide

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State	School/Agency Aims Community College	# Sent 1	Sent Who DS	Last Name Laurin, Kathleen	Title Address Specia PO Box	City, State Greely, CO	Date Dis 8/7	<u>×</u>
8	Metropolitan State College of Denver	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Rivera, Evelyn L.	Admin Campus	Denver, CO	9/11 PC	
83	University of Denver	1	CS	Pushor, Carol	Assist 2050 E.	Denver, CO	7/18	
8	Univ of Colorado at Col Springs	1	Prof	Martin, James	Profes PO Box	Colorado	8/1	
8	Meeting the Challenge, Inc.	2	DS	Snow, Mark	3630	Colorado	3/30	
00	Front Range Community College	1	DS	Bennett, Jo Anna	Direco 3645 West Westminister	t Westminister,	7/17	
8	Metropolitan State College of Denver	1	CS	Сапт, Debra	Associ Campus	Denver, CO	9/2	
כל	State of Connecticut, Office of Protection and Advocacy for	1	DS	Knauff, Gretchen	60B	Harford, CT	10/2	
בו	University of Connecticut	Ţ	DS	Anderson, Patricia		Storrs, CT	12/9	
כו	University of Connecticut	1	DS	Cardinal, Sharon	UAP 249	Storrs, CT	3/6	
כל	Quinnipiac College	1	DS	Jarvis, John	Coord PO Box		6/9	
כל	State of Connecticut	1		Kinane, Katherine	Direct Park Place		9/4	
כו	Sacred Heart University	1	S	Fiorentino, Deanna	Career 5151 Park		2/26	
נו	Connecticut State University	1	DS	Tucker, Suzanne	501	New Haven,	9/4	
כו	University of Connecticut	1	DS	Sipes, Lydia	Office 233	Storrs, CT	4/6	
2	Gallaudet University	2		DiPietro, Loraine	Direct 800	Washington,	4/6	
2	George Washington University	Ţ		Knab, Jordan T.	Resear 2134 G	Washington,	62/6	
20	George Washington University	1		Kochhar, Carol A.	}·•••	Washington,	9/22	
日	University of Tampa	1		Ruday, Robert	Dean 401 W.	Tampa, FL	3/30	
田	Miami Dade Community College	1	Grt	Rodriguez,	Progra 11380	Miami, FL		
日	Miami Dade Community College		Grt	Edwards, Paul	Coord 11380	Miami, FL	~~~	
旦	Florida State University		DS	Chapman, Tammy	Learni 08 Kellum		-	
旦	Art Institute of Ft. Lauderdale	1	CS	Fisher, Sandy	Emplo 1799 SE	Fort	2/26	
旦	Palm Beach Community College	1	OS	Scritchfield, Sandra	Learni 4200	Lake Worth,	10/2	
旦	Seminole Community College		DS	Paishon, Dottie		Sanford, FL	67/6	
日	Florida Gulf Coast University	1	DS	Hozdik, Elaine	Direct 17959	Ft. Myers, F	9/16	
用	Florida State University	1	CS	Ard, Elaine	Assist College of	Tallahassee,	[7/25	
且	Florida State University	1		Menchetti, Bruce	Depa		11/1	
日	Univ. of Miami School of Law	1	DS	Lennon, Marni Beth	Direct P. O. Box		6/3	
旦	Santa Fe Community College	_	DS	Munnis, Claudia	Couns 3000		, 6/2	
日	Barry University	1	DS	Lisle, Kristy	Coord 11300 NE		<i>E/9</i>	
日	Florida Diagnostic Learning and Resource Services Media	1	OS	Genovese-Shulman,	100 S.		11/3	
GA	Emory University	1		Salpeter, Miriam	Asst 1518		9/2	
ВĄ	Emory Univ School of Medicine	1	Γ	Frick, Carolyn	Catalo 1462		5/26	
GA	GA, Da University of Georgia	1	CS	Rosenthal, Glenn	Direct Clark	Athens, GA	7/8	
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	State	School/Agency	# Sent		Last Name	Title Address	City, State	Date Disk	
	GA	Helen Keller National Center	3	OS	Brooks, Susan	1005	53	12/1	
	GA	Mitsubishi	1		Holland, Robin	Vice 6100	Norcross, GA	9/22	
	GA	University of Georgia	1	DS	Moss, Kathy	Office 331	Athens, GA	7/25	
	GA	Thomas College	1		Chandler, Shirley	1501	Thomasville,	11/1	
	GA	Georgia State University	1	DS	Pearson, Carole	Direct University	Atlanta, GA	6/23	
	GA	Astronet Corporation	_		Moore, Irene K.	Marke 3805	Duluth, GA	9/29	
Ħ	GA	Georgia Southern University	1	CS	Berfmaier, Patricia	Direct PO Box	Statesboro, GA	7/17	
	GA	Coastal Georgia Comm College	1	DS	Haines, Mark		Brunswick,	6/9	
5	GA	Dalton College	_	S	Hefner, Dennis	Coord 213 North	Dalton, GA	5/26	
	H	University of Hawaii, Hilo	1	DS	Hisashima, Norine	Clerk, 200 W.	Hilo, HI	8/8	***************************************
	IA	University of Iowa	1	CS	Kirkley, Amy	Office 24 Phillips	24 Phillips Iowa City, IA	8/4	
	ΙA	Drake University	25	VR	Sciorrotta, Roxanne	Rehab 2507	Des Moines, IA	7//1	
	ΙA	Des Moines Area Community College	3		Grimm, Carol	2006	Ankeny, IA	8/12	
	IA	University of Northern Iowa		7	Warner, Sandra	Librar 1227 W.	Cedar Falls, IA	6/3	
П	IA	University of Iowa Hospitals and Clinics	1	DS	Amundson, Judith,	Assist 100	Iowa City, IA	477	
	IA	University of Iowa	1	DS	Bishop, Jeffrey	B	Iowa City, IA	5/23 PC	
	IA	Kirkwood Community College		DS	Belcher, Marilyn	Box	Cedar Rapids,	7/8	
	IA	Dordt College	1	DS	Boer, Lavonne	Coord 498	Sioux Center,	11/2	
	IA	University of Northern Iowa	1	DS	Slykhuis, Jane	Coord Office of	Cedar Falls, IA	8/19	
	IA	State of Iowa	45	VR	South, Monty	Rehab 510 East	Des Moines, IA	1/27	
	IA	Iowa State University	1	Γ	Williams, Pam	Rm 140,	Ames, IA	6/24	
	IA	Iowa Program for Assistive Technology	75	DS	Gay, Jane	ersity		10/2	
Π	Ω	Boise State University	1	DS	Hughes, Rhonda	Admin 1910		11/2	
	Ω	State of Idaho, Commission for the Blind & Visually	1	DS	Starkovich, Maggie	Admin 341 W.	Boise, ID	11/1	
	Ω	Boise State University	1	CS	Metzger, Shelley	::	Boise, ID	10/1	
T	Ω	Co-Ad, Inc.	1		Rivers, Dania	CAP 4477	Boise, ID	11/4	
	Ω	University of Idaho	10	DS	Wright, Yvonne	Projec 129 West	Moscow, ID	12/8	
	<u>O</u>	State of Idaho, Commission for the Blind & Visually	1	DS	Niedermaier, Gerald	Coord 341 W.	Boise, ID	11/1	
	II.	CRS Rehabilitation	1		White, Gina B.	2245	Westchester, IL	61/6	
	IL	Lewis & Clark Community College	1	VR	Ashlock, Larry	Vocati 5800	Godfrey, IL	47	
	IL.	School of the Art Institute of Chicago	1	DS	Whitlow, Susan	Coord Learning	Chicago, IL	6/23	
	IL	Univ of IL at Urbana-Champaign	1	Grt	Goyen, Patti	Outrea 1207		7/2	
	IL	Northern Illinois University	_	DS	Kasinski, Nancy	Direct 408 Health	DeKalb, IL	5/27	
— 1	IL	Chicago State University	5	DS	Saunders, Sandra	Coord 9501 S.	Chicago, IL	7/18	
]]	Western Illinois University	1	DS	Green, Joan	Coord 1	Macomb, IL	9/23 age D62	01
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"	State	School/Agency	# Sent	0	Last Name	Title Address	City, State	Date Disk	-
_	ر ر	Black Hawk College		DS	Langdon, Cathy	Coord 6600 34th	Moline, IL	6/2	
Г	L	University of Illinois - Springfield	1	DS	Carwile, Karla K.	Coord Bldg E,	Springfield, IL	4/6	
亡	L	University of Illinois Alumni Association	3	CS	Hays, Julie	Assist Suite 204	Chicago, IL	8/1	
厂	L	National Transition Alliance	1	Ę,	Grayson, Tom	Associ 113	Champaign, IL	7/28	
厃	L	Illinois State University	1		Detwiler, Scott	Campus	Normal, IL	6/6	=
Ť	IL	Illinois Department of Human Services		DS	Ruppel, K.	623 E.	Springfield, IL	2/2	
厂		Illinois State University	1	DS	Leyer, Betsy	Assist 350 Fell	Normal, IL	7/17	
t	Z	Vincennes University		8	Clinkenbeard,	Coord VH-6Z,	Vincennes, IN	9/2	
Ť	Z	Purdue University		DS	Cobb, Cathy			8/1	
T	ZI	Ivy Tech State College	1	CS	Bayer, Gregory	Manag P. O. Box		6/2	
T	Z	ECPIC	6	Emp	Britton, Bill		Muncie, IL	4/24	
 	Z	Assistive Technology, Training, and Information Center	1		Kerns, Joyce A.	Assisti P.O. Box	Vincennes, IN	10/2	
Г	Z	Indiana University	-	DS	Minde, Ann		Bloomington,	5/22	
П	Z	Indiana University		DS	Irwin, Marilyn		Bloomington,	5/22	
1	NI	Indiana University	1	DS	Irwin, Marilyn	Direct 2853 East	Bloomington,	11/1	
Π	Z	Indiana-Purdue University Fort Wayne	1	DS	Borst, Randall		Fort Wayne,	5/22	
1	ZI	Purdue University North Central	5	Prof	Chambers, Nancy	Nursi 1401 S.	Westville, IN	7/25	
t	Z	Indiana University	1	DS	Morris, Steve	Direct J.A.	Bloomington,	5/22	
1	KS	Washburn University	1	CS	Williams, Duane		Topeka, KS	5/26	
	KS	Kansas City Kansas Community College	1	DS	Webb, Valerie	Super PO Box	Kansas City,	7/11	
1	KS	Helen Keller National Center	1		Jordan, Beth		Shawnee	6/2	
1	KS	Wichita State University		DS	Landrum, Grady		Wichita, KS	5/23	
1	KS	Johnson County Community College	1	DS	Dressler, Holly	Super 12345	Overland Park,	7/22;	1
	KS	Tabor College	1	S	Seibel, Evelyn		Hillsboro, KS		
Г	KS	Kansas State University	1	DS	Holden, Gretchen	Direct 202	Manhattan, KS		
1	KS	Assistive Technology for Kansas	10	Tech	Dwyer, Jackie		Parsons, KS	6/12	
	KY	Eastern Kentucky University	[1	CS	Melius, Laura	Associ Coates	Richmond, KY	7/21	
	KY	Human Development Institute	1	DS	Sheppard, Kathy		Lexington, KY	9/29	
	KY	University of Kentucky	1	DS	Fogg, Susan	Staff Room 2	•	6/23	4
Π	KY	Transylvania University	1	CS	Young, Jennifer			1/12	
Γ	KY	UK - Madisonville Community College	1	DS	Wolfe, Valerie		Madisonville,		1
Π	[A			CS	Welborn, Mary Ann	Direct	Shreveport, LA		
	Ą	LA State Tech Act (LATAN)	50, 100	T (Nesbit, Julie	Direct 3042 Old	Baton Rouge,	5/23,	
1	Y]	iversity	1		Hebert, Deborrah	Assist SLU 496	Hammond, LA	5/27	
	Age D	LA Delta contist and Tech University $4 < 8$	1		Alexander, Margaret Assist P.O.	Assist P.O. Box	Ruston, LA	8/15	
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MA	Wheelock College			Patey Laura J.,	Coord 200 The	Boston, MA	4/6
MA	Boston Public Schools		DS	Eichleay, Kristen	Coord 400 The	Boston, MA	10/6
MA	Worchester Polytechnic Institute		DS	Van Dyke, JoAnn	Disabi 100	Worchester,	7/15
MA	University of Massachusetts - Lowell	3	DS	Donaghey, Elizabeth Direct	Direct One	Lowell, MA	4/3
MA	Boston University		-	Lewis, Carrie	Assist Martin	Boston, MA	7/21
MA	Mount Wachusett College	2	Grt	Rice, Sharyn	Direct 444 Green	Gardner, MA	7/28
MA	University of MA at Amherst			Elkins, Mary	PCCO 749	Amherst, MA	6/2
MA	Framingham State College		CS	Dunn, Angela	Assist 100 State	Framingham,	8/1
MA	Fitchburg State College	1,6	Grt	Peterson, Willa	160 Pearl	Fitchburg, MA	8:6/2
MA	Northern Essex Community College	1	-	Martin, Susan,	Learni Elliott	Haverhill, MA	3/30
MA	Suffolk University			Hurwitz, Mary	Learni 41 Temple	Boston, MA	7/1
<u>Q</u>	Howard Community College	2	<u> </u>	Marks, Janice	Direct 10901	Columbia, MD	6/23
2	University of MD at College Park	1		Kempton, Bryan	Progra 3121	College Park,	7/8
Q N	Montgomery Community College			Merrick, Janet	Disabi 51	Rockville, MD	6/16
<u>Q</u>	Prince George's County Government	1		Gawlik, Rudy	Direct 9201 Basil	Largo, MD	9/22
2	Goucher College	••••	CS	Duggan, Edward	102	Baltimore, MD	7/25
₽	Catonsville Community College		<u> </u>	Brunstetter, Jean S.	Acade 800 South	Baltimore, MD	8/26
9	Hood College			Schlossberg, Lynn	Disabi 401	Frederick, MD	6/24
2	MD Technology Assistance Programs			Calderan, Louise	300 W.	Baltimore, MD	5/15
	Howard Community College			Reed, Linda	Admin 10901	Columbia, MD	6/12
<u>Q</u>	Dundalk Community College			Remchuk, Laura,	Coord 7200	Baltimore, MD	2/24
9	University of Baltimore			Crawford, Amy	Career 1420	Baltimore, MD	6/2
2	Maryland State Department of Education	1		Corey, Jim	Job 2301	Baltimore, MD	10/3
2	University of Baltimore				Disability	Baltimore, MD	8/19
ME	University of Southern Maine	3		Harriman, Chris	C	Portland ME	9/19
WE	St. Joseph College		Deap (O'Toole, Mary G.	Dean 278	Standish, ME	4/24
∃ ₩	Maine Consumer Information and Technology Training	2, 10		y, Doro	94:	Augusta, ME	12/1
∃ ₩	University of New England	2		Smith, Joanne P.	Admin 11 Hills	Biddeford,	3/26
NE NE	Southern Maine Technical College	•••••		Rowe, Gail A.	Coord Fort Road	South Portland,	3/25
Œ.	University of Southern Maine	10		Mitchell, Kate	Admin 96	Portland, ME	12/4
	University of New England	1		Bellante, Judy	Career Hills	Biddeford, ME	6/12
Z	Oakland University		-	ene B.	Coord	Rochester, MI	4/14
$\overline{\mathbb{W}}$	University of Michigan-Dearborn	1		ood, Dennis	Senior	Dearborn, MI	3/30
V.	Hope College	1	-	_		Holland, MI	6/23
M	Lake Superior State University		DS	Witucki, Heidi	Direct 650 West	Sault Ste	5/22
	1.30	·				131	Page D84

ten Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guide

by ERI									
State	School/Agency	# Sent Who		Last Name	Title	Title Address	City, State	DateDisk	is X
Σ	Thomas M. Cooley Law School	• • • • • • • • • • • • • • • • • • • •		Fernkes, Nichole	Career	×	Lansing, MI	6/2	
<u>W</u>	Lake Superior State University	1		Juntunen, Darcy	Coord	Coord 650 W.	Sault Ste.	5/22	-
M	Oakland University			Roelse, Lois	Office	Office Office of	Rochester, MI	7/17	-
⅀	Northern Michigan University	1	Ì	Walden, Lynn	Coord	1401	Marquette, MI	7/1	-
☒	University of Michigan-Dearborn	1	 	Storrs, Regina M.	Senior		, MI	3/2	-
M	University of Michigan - Flint		S	Griffin, Barbara	Secret	240	Flint, MI	6/11	
M	Hope College	1	CS	Thelen, Dinean	Assist	PO Box	Holland, MI	7/25	-
IM	Grand Valley State University			Pedraza, John	Coord	1 Campus	II.	3/24 IE	IBM
<u>N</u>	Grand Valley State University		CS	Schuitema, Tricia	Career		Allendale, MI	7/1	-
M	Central Michigan University	1	DS	Wojcik, Carol	Coord	Coord 250 Foust	1	7/21	+
MM	Minnesota State Services for the Blind		VR	Schulte, DD		2200	St. Paul, MN	8/11	
M	Minnesota Tech Act - STAR		Tech	Linroth, Ronna	Fundi	300	St. Paul, MN	7/24	-
NM N	Minnesota Transition Systems	-	<u> </u>	Thompson, Sandra	Intera			7/28	+
W	Concordia College		CS	Kubik, Barbara	Assist	Assist 901 8th	Moorhead, MN	5/29	
NW	Mn Disability Law Center		Legal	Bonney, Linda	Advoc	Advoc 204 1st	Grand Rapids,	4/24	+
N.	Lakes Country Service Cooperative	ļ		Billehus, Dolores	Manag	Manag 1001 East	Fergus Falls,	11/2	-
NW.	Macalester College	2	CS (Godbout, Debra	Dept	÷		9/2	-
WM	Parent Advocacy Coalition for Educational Rights	1				Publicatio	Minneapolis,	9/29	╀
N N	University of Minnesota	1	DS (Cragun, Penny	Acces	138	Duluth, MN	5/27	-
<u>N</u>	Hamline University	1	Adv	Renne, Amy	Associ 1536		Saint Paul, MN	7/21	-
Z	Gillette Children's Specialty Healthcare	1		Porter, Laurie	Coord	ast		9/17	-
N N	University of Minnesota			Kroeger, Sue	Direct 12	•	1	7/28	
Z Z	University of Minnesota	1	DS		Disabi 12		T	6/30	-
Z	Anoka-Hennepin Technical College	••••	DS S	Sapinski, Ed	Specia	St		7/17	-
<u>N</u>	Institute for Health and Disability	1	—	Latts, Elizabeth	Reson	Resou Box 721	Minneapolis,	7/22;	-
Z Z	Western Community Action - Head Start	1	ıр	Timmerman, Judy		}	Marshall, MN	3/17	-
N N	Ridgewater College - Hutchinson	-		Hansen, Veronica	ig.	itury	3	4/3	-
N N	Westwood Elementary School; Dept of Special Education	1		Wise, Mollie	AT	2800	oud, MN	3/25	
Q <u>X</u>	Southeast Missouri State University	•			Assist One	One		6/9	-
Q		1	CS V	/ A.	Career	1000 W.	•	4/6	
Q	Longview Community College	1			Specia	200 SW	Lee's Summit,	61/6	
<u>Q</u>	St. Louis Community College			laine	Manag	3400		6/2;4 PC	r)
Q	University of Missouri-Columbia	1			User	200	Columbia, MO	8/4	
Q N	University of Missouri - Rolla				Assist	0	,	7//17	
Mage Di	Mage DesUniversity of Missouri-Columbia	3 1	DS \	Wardin, R. Michael	Adapti 200		Columbia, MO	4/6	
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ten Request for College Students with Disabilities and Assistive Technology: A Desk Reference Gui

C	-	-	-		-			-
State	School/Agency Columbia Public Schools	# Sent Who		Last Name Bover-Stephens	Title	Address 4203	City, State Columbia MO	Date Disk
MP	MP Office of Vocational Rehabilitation	1		Hunt, Sarah	ਲ	P. O. Box	Saipan, MP	5/26
MS	RRTC	10	Grt	Moore, Elton	-5	PO	Miss. State,	111
MS	Sally Molpus	1	Par	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		1332	Jackson, MS	67/5
MS	Mississippi State University	23		Roberts, Jodi	Gradu		Starkville, MS	2/17
MS	Hinds Community College	2	DS	Kelly, Carol	Progra	Progra Raymond	Raymond, MS	7/15
MS	University of Southern Mississippi, ADVANCE	15		Yates, Camille M.	Projec	Projec Box 5163	Hattiesburg,	10/2
MS	Mississippi State University, Department of Technology and	15		Abraham, Patti S. &		Profes Box 9730	Mississippi	10/1
MT	Montana State University-Billings		S	Yazak, Sharon	Coord 1	1500	Billings, MT	6/2
MIT	University of Montana	9	SS	Love, Sylvia	Progra		Missoula, MT	3/30
MT	Montana State University Northern	1	DS	Hoines, Linda	Disabi	Disabi PO Box	Havre, MT	7/25
MT	Montana State University - Billings	50	DS	Ellerd, David	Projec	1500	Billings, MT	6/25
NC		1	L.	Kurtering, Larry		Dept. of		
NC	Pitt County Memorial Hospital, Inc.		DS	Schreiber, Tony	ADA	P. O. Box	Greenville, NC	
NC	North Carolina Baptist Hospitals, Inc.			Drayton, Debbie	Recrea	Recrea Medical	Winston-	10/1
NC	tment of Health and F	_	DS	Baker, Jim	Tranis 1915	1915	Greensboro,	10/1
NC	North Shelby School		ည	Aspel, Nellie P. Dr.	Princi	1205	Shelby, NC	3/30
NC	St. Andrews Presbyterian College	_		Silberberg, Emily	Direct	1700	Laurinburg,	3/30
NC	Exceptional Children's Advocacy Council	1	DS	Titus, Debra R.	Transi	P.O. Box	Davidson, NC	6/22
NC	Mount Olive College	1	CS	Greenwood, Linda	Direct	634	Mount Olive,	7/28
NC		1		Stedje-Larsen, Linda	Coord		Wingate, NC	8/19
NC	Guilford County Schools	1	VR	Baker, Jim	Transi	1915	Greensboro,	5/26
NC	University of North Carolina - Chapel Hill	1	CS	Johnson, Gary	Unive CB#	CB#	Chapel Hill,	8/4
Ð	North Dakota State University	5	S	Kapaun, Wanda A,	Assisti	Assisti Ceres Hall	Fargo, ND	10/6
R	Interagency Project for Assistive Technology (IPAT)	1	VR	Duncan, Beth		P.O. Box	Cavalier, ND	1/12
<u>R</u>	North Dakota Department of Human Servicees	1	VR	Leary, James D.	Direct	600 South	Bismarck, ND	10/2
NE.	Vocational Assessment Services, Inc.	1		Tichauer, Gayle		4940	Omaha, NE	7/11
HN	Keene State College		CS	Murphy, Candace	Career	Career 229 Main	Keene, OH	6/2
HN	University of New Hampshire	30	DS	Powelson, Kirsten	Suppo	Suppo 10 Ferry	Concord, NH	4/14
HN	Franklin Pierce College	-	CS	Burke, Thomas	Stude	PO Box	Rindge, NH	6/9
HN	State of New Hampshire, Department of Education	2		Runion, Kimberly	Progra 101	101	Concord, NH	10/2
HN	State of New Hampshire, Vocational Rehabilitation	10	VR	O'Hara, Linda		3 Twelth	Berlin, NH	10/2
HN	State of New Hampshire, Vocational Rehabilitation	1	VR	Lapointe, Michelle	Vocati	Vocati 25	Keene, NH	10/1
HN	NH Community Technical College	_	വ	Weir, Cate	Coord 1066	1066	Manches	8/8
Ŝ	New Jersey Protection and Advocacy, Inc.	2	DS	Blue, Gloria A.	Admin	Admin 210 South		10/2age D66
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C by ERIC								
State	School/Agency	# Sent	Who	Last Name		_	Date Disk	-
ÍN.	NJ Institute of Technology	_	CS	Gilbert, Sharon	Assist University	Newark, NJ	8/4	
ĪZ	New Jersey College Resource Center	1	L	Robinson, Althea	Techni c/o NJ	Trenton, NJ	5/23	+
Ŋ	Montclair State University	1		Smith, Linda	Coord	Upper	8/19	†
ÍΝ	Heightened Independence & Progress	1	DS	Goff, Eileen	131 Main	Hackensack,	11/3	-
ÍΝ	Ramapo College of New Jersey	2	SS	Quaglino, Eileen	Center 505	Mahwah, NJ	8/8	
Z	Rutgers University	1	DS	Smith, Karen	Unive Learning	New	7/22 Mac	
ſΝ	State of New Jersey, Department of Labor		VR	Montagano, Tim		Trenton, NJ	1/01	+
N	Project Connections	1	Grt	Ikle, Joan	Direct PO Box	Edison, NJ	8/5	
Z	William Paterson College	1	그	Malanga, Kathy	Head Sarah	Wayne, NJ	5/26	
MN	New Mexico State University	1	DS	Reynolds-Jackson,	Coord NMSU	Las Cruces,	6/3	
MN	Santa Fe Community College	1	DS	Douglass, Jill	Specia 6401	Santa Fe, NM	4/14	
MN	Dona Ana Community College	1	DS	Sharp, Larry	Couns Box	Las Cruces,	6/23	
MN	Division of Vocational Rehabilitation	1	VA	Gonzales, Sylvia A.	Admin 435 St.	Sante Fe, NM	11/4	
Σ Z	State of New Mexico, Division of Vocational Rehabilitation	1	VR	Winnegar, Andy		Santa Fe, NM	10/2	
¥Z	Division of Vocational Rehabilitation	1	VA	Moya, Patricia C.	Admin 300 San	Albuquerque,	11/4	
Σ Z	State of New Mexico, Department of Education, Division of	1	VR	VanGese, Mildred		Santa Fe, NM	10/2	-
NS	Dalhousie University	2		Fraser, Gail		Halifax, Nova	61/6	
<u>></u>	State of Nevada, Department of Employment, Training and	2	VR	Becker, Michael		Carson City,	10/2	
NN	University of Nevada - Reno	1	DS	Zabel, Mary	& - · · · · · ·	Reno, NV	7/1	
N	State of Nevada, Department of Employment, Training and	1	VA		Deput 505 E.	Carson City,	11/1	
<u>></u>		1	VR		Rehab 1929	Carson City,	1/5	
N N	State of Nevada, Department of Employment, Training and	1	VA	ر ت	Rehab 802 Ave.	East Ely, NV	11/2	
> <u>N</u>	State of Nevada	1	VR		Rehab 1921 N.	Carson City,	1/20	
<u>N</u>	State of Nevada, Department of Employment, Training and	1	VA	Rick	Rehab 1325	Reno, NV	11/4	
Ň	New York State Department of Social Services	1	VR		Senior 40 North	Albany, NY	10/2	 -
Σ	Empire State College	1	Prof	DuBois, David	Dr. 8 Prince	Rochester, NY	3/30	<u></u>
ž	Nassau Technological Center	1	CS	Marcel, Denise	234 Glen	Carle Place,	10/2	
Ν	Helen Keller National Center	1	DS	Robinson, Lynne J.	Admin 111	Sands Point,	10/1	
ŽΩ	Jefferson Community College	1	DS	Canizares, Anita	Direct Coffeen	Watertown,	7/1	
ŽΝ	OCM BOCES Adult Education	1	CS	Irwin, Michael J.	Coord 4500	Liverpool, NY	10/1	
λ	LeMoyne College	1		Harris, Virginia A.	Acade	Syracuse, NY	4/2	
λ	New York University	2		Spurgin, Andrew	4	New York, NY	10/1	-
Ž	Nazareth College	1	CS	Young, Wendy	Secret 4245 East	Rochester, NY	7/22	
ž	Mount Saint Mary College	1	C/N	Newkirk, Marta	Acade 330	Newburgh, NY	7/15	
Page Dt	Nege DelGenesee Community College	1	DS	Weinberg, Stuart	Direct One	Batavia, NY	6/9	-
-			-			7		+

ten Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guide

ded by ERI	3 I (
	State	#	Sent Who	Last Name	Title A	ress	City, State	Date Disk	
	Ž	College	DS	Weinberg, Stuart	Direct One	ne	Batavia, NY	6/9	
1	¥	University at Buffalo		Dittmar, Sharon S.,	Profes 1030	030	Buffalo, NY	12/1	
	Ž	Joseph Bulova School	VR	Geisler, Melanie	Assist 40-24	0-24	Woodside, NY	10/8	***************************************
	Ž	EASI: Equal Access to Software and 1	List	E	Chair, 5	590	Rochester, NY	6/5 PC	
ı	Ž	_	1	Margolis, Victor	Center One	ne	Garden City,	6/2	***************************************
	ž	University of the State of New York 11, 1	100 DS	Hasse, Ann Marie	Direct Husted	lusted	Albany, NY	47	***************************************
	Ν	United States Department of 1	VR	LaGattuta, Anthony	Assist 75 Park	5 Park	New York, NY	10/8	
	Ž		CS	Celwyn, Jane	Direct 3	3009	New York, NY	8/8	***************************************
	Σ̈́	Niagara University 1	DS	Stoelting, Diane	Coord	4	Nagara Nagara	5/27	
<u> </u>	ξ	Suffolk Cooperative Library System 1	T	Dobek, Margarita	Talkin 6	Talkin 627 North	Bellport, NY	6/24	
	Ν	Keuka College	DS	Puffer, Amy	Specia		Keuka Park,	4/6	
	Ν	University at Buffalo 3		Saran, Melinda R.		PO Box 9	Getzville, NY	4/6	фил. на применения применения применения применения применения применения применения применения применения при
•	Ν	St. John Fisher College	DS	Hogan, Christine	Disabi 3	Disabi 3690 East	Rochester, NY	6/9	
	ž	Cayuga Community College 1	DS	Stapleton, Helene	Learni 197	97	Auburn, NY	6/2	***************************************
	Σ	Mohawk Valley Community College 1	DS	Igoe, Lynn	Coord 1101	101	Utica, NY	8/5	
	ž	Suffolk County Community College 1			Dean E		Riverhead, NY	8/19	***************************************
	ž	County of Suffolk	DS	Blower, Bruce G.	Direct 3	395 Oser	Hauppauge,	11/4	
	ž	Cornell University 1	DS		Office 160 Day	l	Ithaca, NY	11/3	
	Ž	Rochester Regional Transistion 1		Zona, Theresa	Coord	1onroe #1	Coord Monroe #1 Fairport, NY	7/15	***************************************
	ΝΫ́	State University of New York at 1	VR	Burganowski, David Projec 439	Projec 4	39	Buffalo, NY	10/1	
	NY	KipOpp Consulting 1		Opperman, William	2	0 Stormy	20 Stormy Ithaca, NY	4/2	
	λ	SUNY at Utica	DS	Brown-DePass,	Direct P	Direct P. O. Box	Utica, NY	5/26	
	λ	Rochester Center for Independent 1	DS	Crouse, Kathleen	Admin 7	58 South	Admin 758 South Rochester, NY	11/2	***************************************
•	λ	State University of New York 1	DS	J.	Coord	Coord College at	Potsdam, NY	12/8	
	λ	Colgate University	DS	_	Direct 1	13 Oak	Hamilton, NY	5/26	
	ž	St. Lawrence University	CS	Paulsen, Kathy	Career		Canton, NY	6/23	
	χ̈́	Cayuga Community College	DS	Moeckel, Deborah	Direct 197		Auburn, NY	4/7	MANANANANANANANANANANANANANANANANANANAN
	Νχ	Hudson Valley Community College 1	DS	Jetter, Katherine	Learni 80		Troy, NY	6/2	
	ΝΥ	Cornell University 1	DS	Fisher, Joan B.	Assist 234 Day		Ithaca, Y	10/2	
	ОН	Clark State Community College 1	DS	Chepp, Jean	Advis PO Box		Springfield,	7/8	
	ЮН	Mount Union College		Bienz, Rosemary	Direct 1972	ž.	Alliance, OH	4/2	STATES THE STATES OF THE STATE
	НО		DS	Sanchez, Debra	Coord P	Coord P. O. Box	Toledo, OH	6/2	- CONTRACTOR CONTRACTO
	ЮН	Cuyahoga Community College 5	DS	Baker, Susan	Adapti 11000	1000	Parma, OH	8/12	
	ЮН	Ashland University	CS	Walker, Charlene	Direct 401	01	Ashland, OH	6/11	
	НО	College of Mount St. Jospeh 1	CS	Fletcher, Bill	Coord 5	701 Delhi	Coord 5701 Delhi Cincinnati, OH	6/3	Pana D68
		, C	-						\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \

ten Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guid

No by ERM				٠				
State		# Sent	Sent Who	Last Name	Title Address	_	Date Disk	<u> </u>
5	Uperlin College	I	ဌ	Bump, Ten	Career Office of	f Oberlin, OH	8/19	
НО	Ohio State University, Newark	1	DS	Thompson, Phyllis	Progra 1179	Newark, OH	5/26	-
НО	Columbus State Community College	1	DS	Cocchi, Wayne	Direct 550 East	Columbus, OH	4/6	+
OK	Oklahoma City Community College	1	DS	Jones, Michele	Disabi 7777	Oklahoma City.	7/22	-
OK	Oklahoma Department of Vocational and Technical	76		Riley, Camilla L.	Stude 1500 West	{	10/2	+
OK	East Central University		DS	McAdams, Melanie	Disabi Student	Ada, OK	6/9	-
OK	Oklahoma City Community College	1	DS	Long, Chimene	Educat 7777		,7/22	+
OK	University of Oklahoma	1		Dyer, Suzette	Assist 900 Asp	1	3/30	-
OK	Oklahoma City Community College	2	DS	Leafdale, Keith	Advis 7777	Oklahoma City,	7/22	-
OK	Oklahoma Baptist University	1	DS	Brittain, Debi	Secret 500 W.	Shawnee, OK	8/4	■
OK	Cherie C. Pope, B.S.N. Medical Case Management	1		Pope, Cherie	P.O. Bx	Norman, OK	9/22	-
충	State of Oklahoma, Department of Rehabilitation Services	1	VR	Parker, Linda	Direct 3535	}	10/2	•
ğ	Rose State College	1	DS	Jansen, Linda	Couns 6420 S.E.	}	5/22	-
SK K	Linn-Benton Community College	1	DS	Grigsby, Paula	Coord 6500	ALbany, OR	6/3	-
8	Oregon Commission for the Blind	1	DS	O'Gieblyn, Kathleen	541	Eugene, OR	1/5	
8	DB-Link Central Office	1	DS	Martin-Richardson,	345 N,	Monmouth, OR	10/1	-
8	University of Oregon			Rater, Marjorie	Transi 1235	Eugene, OR	4/6	-
8	Spokes Unlimited	1		Gibson, Clidia	111 N	7th Klamath Falls,	11/4	
8	Oregon Commission for the Blind	2	VA	Schroeder, James	Rehab 535 SE	Portland, OR	11/11	-
8	University of Oregon	1	DS	Keel, JoAnn	Projec 1235	Eugene, OR	7/16	-
8	Oregon Commission for the Blind	1	VR	Tiachteahery, Larry	Vocati 541	Eugene, OR	12/1	-
쭝	Oregon State University	2	er er	Eklund, Sara	121 The	Corvallis, OR	4/6	<u> </u>
8	Western Oregon State University	1	CS	Loving, Mollie	Office Career	Monmouth, OR	7/28	! ├ ─
ජි	Southwestern Oregon Comm College	1	C/U	Blount, Joanna	Associ 1988	Coos Bay, OR	7/15	-
8	Western Oregon University	1	ΛA	Keller, Linda, Ph.D.	Coord 345 North	th Monmouth OR	11/4	-
æ	Oregon Institute of Technology	1	DS	Hancock, John	Direct 3201	Klamath Falls,	11/4	
8	Western Oregon University	1	CS	Harper, Katherine	Direct	Monmouth, OR	10/3	
8	Oregon Department of Education, School for the Deaf	1	DS	Fertig, Beth	666	Salem, OR	10/2	<u> </u>
<u></u>	Oregon Technology Access Program	_		Lopez, Shar	Equip 1871 NE	Roseburg, OR	61/8	
8	wareness & Support League, Inc.	1	*********		Indepe 1252	·	11/4	<u> </u>
8	IAM Cares	1	DS	Cox-Carothers,	Area 3354 S.E.	. Portland, OR	11/1	
8	Oregon Institute of Technology	-		Estes, Dale	Recrui 3201	1.	6/2	-
š	uman Resources	-	VA	Latta, Tim	Assisti 500	•	12/8	
8	Portland State University	1				Portland, OR	11/2	-
PA Page D	PA Page Dee Rivers Center for Independent Living	1	DS	Williams, Cindy	Infor 7100 Penp	Pittsburgh, PA	9/29	
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ten Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guid

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State		# Sent	0	Last Name		Address	City, State	Date Disk	×
FA	Ursinus College	_	CS	Mollins Rinde, Carla Direct		PO Box	Collegeville,	1/29	
PA	Allegheny College		DS	Sheridan, Nancy	1-	520 N.	Meadville, PA	3/30	╁
PA	National Board of Medical Examiners	_	M	Keiser, Shelby	Text	3750	Philadelphia,	5/26	-
PA	Gannon University	1	ļ	Freeman, Ricquelle		One	Erie, PA	9/22	-
PA	Office of Vocational Rehabilitation	1	VR	Laick, Bob	3 ~	201 West	Washington,	9/17	╁
PA	Pennsylvania College of Technology	3	DS	Baker, Barbara M.	Ας	One	Willamsport,	47	<u> </u>
PA	Westmoreland County Community College	1	DS	Beres, Mary Ellen	Stude .	400	Youngwood,	3/30	-
PA	Comm College of Alleghney Couny	4	DS	Doyle, Mary Beth	Direct	Direct 808 Ridge	Pittsburgh, PA	8/7	\vdash
PA	University of Pittsburgh	_		Palambo, Wilma		216	Pittsburgh, PA	4/2	-
PA	Bucknell University	1	CS	Lawer, Sharon	Secret Botany	Botany	Pewisburg, PA	6/2	╫
PA	Edinboro University of Pennsylvania	1	DS	McConnell, Robert	Assist Shafer	Shafer	Edinboro, PA	5/22	╫
PA	Bucks County Comm College	1	DS	Stevens-Cooper,	Coord	Coord Swamp	Newtown, PA	6/9	╁
PA	Point Park College	_		Beltran, Vincenne	Direct	201 Wood	Pittsburgh, PA	8/22	\vdash
PA	Inglis House	_		Fischer, Michelle R.	Social	2600	Philadelphia,	9/22	
PA	Carnegie Library of Pittsburgh	1	L	Schultz Sgourakis,	Staff	Leonard	Pittsburgh, PA	5/22	
PA	Pennsylvania State Univesity - Harrisburg	_	DS	Howard, Donna J.	Coord 777 W	777 W.	Middletown,	3/30	├-
PA	Tech Link Program of Pittsburgh		DS	Bernard, John		P.O. Box	Pittsburgh, PA	12/1	
PA	Intermediate Unit I	10	DS	Naim, Marilyn	Consu One IU	One IU	Coal Center PA	3/26	╫
PA	Geneva College	1	DS	Smith, Nancy I.	Coord 3200	3200	Beaver Falls,	3/30	╫
PA	Muhlenberg College	1	CS	Ambrose, Julie		2400	Allentown, PA	6/9	
PA	National Board of Medical Examiners	1	M	Golden, Gerald	M.D.		Philadelphia,	6/9	-
PA	United Cerebral Palsy of Pittsburgh	1	DS	Porro, Judith	Coord 4638		Pittsburgh, PA	10/6	
PA	Pennsylvania State University	2	DS	Resides, Diane	Interi	105	University	7/28 PC	-
PA	West Chester University	1	7	Wilson, Carol	}	1	West Chester,	5/22	-
PA	Center for Applied Neuropsychology	1	SS	Aitken, Sandra		First and	Pittsburgh, PA	7/17	
PR	Government of Puerto Rico; Office of the Ombudsman for	[1]	DS	Romero, Maria	دسدا	Box	San Juan, PR	11/1	-
R	TechACCESS of Rholde Island	2	DS	Beaupre, Linda A.	'n.	110	Warwick, RI	10/2	-
R	East Bay Educational Collaborative	15	SS	Labitt, Lisa	AT	PO Box	Portsmouth, RI	1/20	-
Z.	University Affiliated Program of Rhode Island	20	DS	Dalton, Elizabeth M.	Infor	500 Mount	Ţ	8/14	-
RI	Rhode Island Transition, Independence, Employment	1		DiPippo, Beth	9	600 Mt.	Providence, RI	2/18	<u> </u>
R	Rhode Island College	1	,	Weiss, Sara W.	Peer (Ţ	Providence, RI	3/16	-
<u>z</u>	Brown University	2		Caren, Leslie J.	6 .		Providence, RI	4/6	-
R	University Affiliated Program of Rhode Island	2		Tuttle, Erika	Institu (600 Mount	s, RI	7/15	ļ
SC	University of South Carolina - Aiken	1		Feraldi, Corey	Interi	171	Aiken, SC	5/26	-
Page □	Seqe Des Iniversity of South Carolina	[1	CS	Orange, Anne	Career Sixth	Sixth	Columbia, SC	5/2Page D70	D70
		-	-		-				-

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d by EF								
State		# Sent	-	Last Name	Title Address	City, State		
امر	COILEGE OF CHARTESTON	7	S	Lındstrom, Bobbie	Coord 66 George		7/11	
SC	Johnson & Wales University		DS	Crowell, Dale	Specia 701 East	Charleston, SC	11/1 1	
SC	York Technical College	3		Nicholson, Brenda	Servic 452 South	n Rock Hill, SC	3/31	
SD	South Dakota State University	1	CS	Amiotte, Kathy	Secret MEC/Box		6/16	
SD		1	VR	Grenz, Theresa	Sr. East Hwy		10/2	
Taiwan		1	VR	Chou, Michael Arr-	Presid No. 123,	Taipei, Taiwan	3/26	
NL	Tennessee State University	1		Kelly, LeAnn	LD 3500 John	n Nashville, TN	8/12	
NL	Rhodes College	1	DS	Harlow, Peggy	Coord 2000	Memphis, TN	5/22	
NL	East Tennessee State University	1	S	Bimrose, Heidi	Direct PO Box	Johnson City,	7/24	
N.	Southern Adventist University	1	DS	Norton, Ken	Direct PO Box	Collegdale, TN	7/8	1
TX	St. Mary's University	1		Johnson, Karen D.	Dean One	San Antonio,	4/14	
TX	San Antonio College	1	DS	Rubin, Rebecca	Couns AC 124,	San Antonio,	7/18	
X	Baylor University	1	Adv	Page, Lisa	Acade PO Box	į	5/18	
XL	Southwestern University	1		Barnhart, Betsy	2	Georgetown,	11/2	
XT	Texas Commission for the Blind	1	VA	Huffman, Betty	VR P.O. Box	1	11/2	
ΧŁ		3		Norris, Deborah,	3001	}	11/1	
TX	Southwest Texas State University	_	Ε	Swindal, Rebecca	Admis 429 North	San Marcos,	6/30	
TX	University of North Texas	1		Lewis, Ray	Direct P. O. Box	Denton, TX	7/1	•
TX	Texas Woman's University	_	CS	Yale, Jean	Direct P. O. Box	Denton, TX	5/26	
XT	University of Texas at Tyler	1	DS	MacDonald, Ida	Coord 3900	Tyler, TX	5/26	
ΧŁ	Education Service Center, Region V	1	उ	PuEd Fluth, John	Educat 2295	Beaumont, TX	7/30	1
TX	St. Edward's University	_		Smith, Bunny	Career 3001 S.	Austin, TX	6/16	
TX	Brookhave College	1		Groeneman, Janice	Direct 3939	Farmers	6/9	
XT	South Plains College	1		Seymour, Maggie,	Coord 1302 Main	1302 Main Lubbock, TX	3/31	
XT	Texas Rehabilitation Commission	1		Levy, Roger	Progra 4900	Austin, TX	10/2	
Ϋ́	Stephen F. Austin State University	1		Johnson, Rebekah	Career PO Box	Nacogdoches,	7/21	
TX	South Plains College	1			Coord 1401	Levelland, TX	47	
X	University of Houston	1	CS	Howard, Carolyn J.	Conns	Houston, TX	10/6	
Ϋ́	Texas Commission for the Blind	1		Cyr, Alissa	Vocati 1555 W.	Dallas, TX	11/11	
UK		1	Ε	Wilkerson, Ann	Coord S017B	Southampton,	4/24	
5	, Department of Special Education	S2		Price, Beth	Projec 2865	Logan, UT	10/2	
		3		Larson, Sally	Servic 1840	Salt Lake City,	6/9	
I O	Rehabilitation	111		Peterson, Blaine	Execut 250 E.	•	1/15	
Α <mark>Υ</mark>	144	1		Covey, Becky	EO/Tr P. O. Box	Radford, VA	7/3	1
Page [Page D7 University of Virginia	2	CS	Davis, Mary Grace	Assist Garrett	Charlottesville,	7/17	
•	-	•	•		ζ.		·	

tten Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guic

C by ERIC							
State	School/Agency	# Sent	Sent Who	Last Name		a	Date Disk
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Tonamond College	1	C	wasiiouin, kooole		∢ ŀ	10/1
٧A	Longwood conege	1	S	Lissner, Scott	Direct 201 High	Farmville, VA	5/22
ΛA	National Association of State Directors of Special Education,	2	DS	Morris, Sidney H.	King	Alexandria, VA	4/6
NA	George Mason University	3	DS	Axe, Cathy	Coord Disability	Fairfax, VA	7/28
ΑV		1	VR	Trossi, Katherine H.	Direct Woodrow	Fisherville, VA	4/14
VA	Commonwealth of Virginia	_	VR	Martin, Donna T.	Rehab P.O. Box	Martinsville,	10/8
VA	Mary Washington College	1	CS	Beceles, Mary	Assist 1301	Frederickson,	6/16
NA	•	1	CS	Angle, Henry	Coord 10310	Fairfax, VA	7/22
VA	Virginia Department of Rehabilitative Services	2	VR	Mitzler, Katherine	Emplo 2250	Lynchburg, VA	7/28
ΝA	Virginia Tech University	1	DS	Warner, Jane M.	Coord 107	Blacksburg,	4/13
VA	Commonwealth of Virginia	30	VR	Borenstein-Rounds,	Projec 8004	Richmond, VA	1/27
NA	Virginia Tech University	21,300	DS	Todd, Mary	213 Lane	Blacksburg,	6,9/9
VA	Old Dominion University	1	CS	Lewis Morton,	Office 1 Old	1	6/2
VA	Virginia Western Community College		DS	Henderson, Michael	Direct 3095	Roanoke, VA	3/30
VA	Virginia Assistive Technology System	_	Grt	Pulley, Kelly	Projec Woodrow	Fishersville,	7/3
ΛA	Woodrow Wilson Rehabilitiation Center	_	DS	DeMoss, Sherry	Transi	le, VA	6/6
VA	Emory and Henry College		CS	Kilgore, Karen	Associ PO Box	Emory, VA	7/21
ΛΑ	New River Community College	103		Holliman, Phyllis	P.O. Box	Dublin, VA	3/24
ΛΑ	Patrick Henry Community College	1	SS	Guebert, Scott D	Direct P.O. Box	Martinsville,	10/2
ΛA	United Cerebral Palsy of Southeastern Virginia, Inc.	1	DS		Progra 5690	Virginia Beach,	61/6
ΛΑ	Virginia Department of Rehabilitative Services	9	VR		Rehab 5904 Old	Alexandria, VA	7/18
ΛΑ	Virginia Department of Rehabilitive Services	6	VR		Specia PO Box	٧A	7/28
ΛΑ	Shenandoah University	1	DS	Teates, Deborah	Acade 1460	Winchester,	5/22
VA	James Madison University	1	DS	Hedrick, Lou		Harrisonburg,	10/6
ΛΑ	Thomas Nelson Community College	1		Kellen, Tom	Couns P.O. Box	Hampton, VA	3/30
VA	Spotsylvania County Schools	1		Neely, Angie	6717	Spotsylvania,	10/7
ΛΑ	Virginia Commonwealth University	15	SO	Briel, Lori	Emplo 1314 West	A	4/14
ΑA	Prince William County Public Schools	1	PSch	PSch Flora, Sharon	Specia PO Box	A	7/18
I	Virgin Islands Advocacy Incorporated	1			7A Whim	sted,	10/2
ΛŢ	Landmark College	3	Ē	ık	Вох		4/24
VĽ	Middlebury College	1		Christensen,	ADA	Middlebury,	6/9
	University of Vermont			Hasain, Susan	Unive Waterman	L	7/21
. []	Vermont Vocational Rehabilitation	1	VR	Young, Lisa	84	ý	8/8
ΙΛ	Vanderbilt University, Department of Special Education	1		rolyn	Associ	Z	10/1
.I.	Norwich University	2,1	VR	Gills, Paula	Direct	Northfield, VT	9/22;age D72
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wen Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guide

ERIC					,	,			ł
State	School/Agency	# Sent Who		Last Name	Title Address	_	City, State	Date Disk	<u> </u>
WA	Coalition of Kesponsible Disabled			Scnappers, Linda	MISW-NOTIN 508		Spokane, wA	9/71	
WA	Washington State University	_		Mitchell, Marshall	Direct P.O. Box		Pullman, WA	9/2	
WA	Spokane Falls Community College	3,1		Webinger, Ben	Direct 3410	West	Spokane, WA	7/30;	
WA	Columbia Basin College	3	<u> </u>	Buchmiller, Peggy	Coord 2600		Pasco, WA	3/25	
WA	Washington	જ	55	Stageberg, Darin	Couns 4545 15th	}	Seattle, WA	7/24	
WA				Pearson, Candie	Coord 1200 East	•	Oak Harbor,	9/27	
WA	Central Washington University	3	CS	Wyatt, Noella K.		th	Ellensburg,	10/1	
WA	S.L. Start & Associates Inc.	1		McIntosh, Mary M.	Traini 25 West		Spokane, WA	11/4	
WA	IAM Cares	15		Metcalf, Suzanne D.	Office 9125 15th		Seattle, WA	8/26	
WA	The Casey Family Program	2		Davis, Helen H.	Admin 1300		Seattle, WA	3/25	
WA	Seattle-King County Private Industry Council			Fey, Dan	Market		Seattle, WA	9/19	
WA	University of Washington School of Medicine	1	VA	Robinson, Laura	Ē		Seattle, WA	11/1	
WA	Puget Sound	2		Honeycutt, Sandy	WA 400 SW		Burien, WA	8/12	
WA	Spokane Community College	3	CS	Gaskievicz, Alicia	Coord 1810 N	z	Spokane, WA	7/18	
WA	Gonzaga University	1	1	Smythe-Rodino,	Coord MSC		Spokane, WA	9/4	
WA	South Seattle Community College	1		Tillman, Roxanne	Direct 6000	ı	Seattle, WA	6/2	
WA	Seattle Central Community College		S	Souma, Al	Couns 1701		eattle, WA	2//8	
WA	Washington Research Institute	1		Gallien, Mary			Seattle, WA	7/21	
WA	Helen Keller National Center	1		Walt, Dorothy,	Regio 2366		Seattle, WA	10/1	
MI	University of Wisconsin - Madison	9	DS	Duffy, Trey	Direct 905		Madison, WI		
IM	Kravit, Gass & Weber Attorney's	1		Lyons, Debra L.	Parale 825 North	ļ	Milwaukee, WI		
MI	Center on Education and Work			Ettinger, Judy	Schoo 964			7/18	
IM	University of Wisconsin-Madison	3	<u>_</u>	Szymanski, Edna	Profes 432	7	Madison, WI	3/24	
MI	University of Wisconsin-Madison	4	DS	Howe, Michael	Disabi 905		Madison, WI	3/25	
ΙM	Family Assistance Center for Education, Trainings and			Endress, Sue	Traini 6900			10/1	
ΙM	Gateway Technical College	1	DS	Millette, Gerry	Specia 3520	•		5/22	
ĭ≽	University of Wisconsin -Madison	7	DS	Carlson, Marcia	Faciliti 610	7	Madison, WI	5/22	
ΙM	University of Wisconsin-EAU Claire	1	CS	Ritland-Clouse,	DVR	Ī	EAU Claire,	8/26	
ΙM	University of Wisconsin - Madison	1	DS	Fletcher, Melissa	Peer 905		Madison, WI	7/22	
<u>}</u>	Marshall University	4	Prof	Baker, Karen	Assist 400 Hal		Huntington,	7/1	
<u>₩</u>	Job Accommodation Network	1	·	Gribble, Suzanne	Secret 918		Morgantown,	9/22	
AM	RESA III	1	ABE	Andreson, Linda	<u> </u>		Dunbar, WV		
ĂM	WY Division of Voc Rehabilitation	30	Tech	McKinney, Kirk	11		Cheyenne, WY		
ΑĀ	University of Wyoming	1	DS	Primus, Chris	Direct P. O.	Box	aramie, WY	6/2	
Page D78	78 148				<u>-</u>	<u>4</u> 9			
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aculty Knowledge of Disability Laws in Higher Education: A Survey

nne R. Thompson ennifer Turner Leslie Bethea

Four hundred faculty members at a southeastern research and teaching university reponded to a survey designed to measure their knowledge of disability laws and recent purt decisions that affect higher education. Faculty respondents represented all 12 colges and schools within the university. Less than 18% indicated that they were familiar with Section 504 of the Rehabilitation Act, while only 50% said they were familiar with the mericans With Disabilities Act. Results of the survey indicated that the majority of the sculty were only marginally aware of their rights and the legal rights of students with isabilities to reasonable accommodations and modifications of institutional policies. e increasing number of students with disabilities enrolled nationwide higher education, concurrent with the increased number of grievances filed with the Office of Civil Rights (OCR), has created a need for faculty vareness of disability laws and recent legal decisions. The American buncil on Education reported that 800,000 students with disabilities were enrolled in higher education in the 1992-1993 academic year (Facts in Brief, 1995). Section 504 of the Rehabilitation Act (1973) requires stsecondary institutions to make accommodations and modifications unity (Brinckerhoff, Shaw, & McGuire, 1992; Frank & Wade, 1993). Hower, the laws that mandate these special arrangements are not always 1993). In addition, since the passage of the Americans With Disabilities ct (ADA, 1990), students with disabilities are making more demands policy to ensure these students' right to an equal educational opporderstood by faculty and administrators in higher education (Jaschik,

rdinator, and Jennifer Turner is a graduate assistant, all in the Department of Counselor ication and Educational Psychology at Mississippi State University, Mississippi State. Correspondence regarding this article should be sent to Anne R. Thompson, PO Box 9727, Mississippi Anne R. Thompson is the director of PAACS and Research Scientist I, Leslie Bethea is the project State, MS 39762

on faculty to provide accommodations that afford an equal opportunity Jaschik, 1993; Kincaid & Simon, 1994)

Frequently, faculty members are uncertain about the requirements that Section 504 places on them in the provision of accommodations (Wilson, 1992). The law requires faculty to provide classroom accommodations and make modifications to policies that do not fundamentally alter the nature of the course (Brinckerhoff, 1985; Kincaid, 1995; McGuire & O'Donnell, 1989). Disability laws and recent court cases rule that programs be accessible to students with disabilities, and accommodations need to be disability specific (West et al., 1993). Universities must ensure the availability of auxiliary aids, permit waiver of nonessential requirements, provide extended time for assignments and testing, and develop a policy for accommodating the academic needs of students with disabilities (Brinckerhoff et al., 1992). Faculty must be aware of the key legal requirements in providing reasonable accommodations for students with disabilities and be able to make responsible decisions on a case-bycase basis (Frank & Wade, 1993; Jarrow, 1991a). The OCR also has viewed its decisions on a case-by-case basis in determining what constitutes a reasonable accommodation (Jarrow, 1991a). This approach has made it difficult to generalize the OCR rulings to other postsecondary settings.

In addition, recent court cases have clarified the rights of students with disabilities under Section 504 to seek litigation to resolve their grievances when they think they have experienced discrimination in their pursuit of a higher education (Kincaid & Simon, 1994; Zirkel, 1995). A student may not only file with the OCR, but may also file litigation against the institution to contest the school's failure to provide documented reasonable accommodations (Jaschik, 1993; Latham, 1995; Wilson, 1992). Therefore, faculty and administrators need to be informed about recent legal decisions as well as the language of the law.

mentation should be as recent as within the last 3 years. Finally, students must request the specific academic accommodations they need and do quirements of the institution. Second, students with disabilities must self-identify and provide documentation of their disability. This docufaculty need a better understanding of their rights and the rights of the Faculty also need to be aware of the students' responsibilities under the law before the university has an obligation to provide accommodations. First, the student must meet the academic and nonacademic reso in a timely manner (Frank & Wade, 1993; Jarrow, 1991b). Therefore, students they teach according to Section 504 of the Rehabilitation Act and the ADA (Aksamit, Morris, & Leuenberger, 1987; Matthews, Anderson, & Skolnick, 1987).

A review of the literature revealed several studies about faculty attitudes, willingness, or comfort level with providing accommodations for students with disabilities. Fonosch and Schwab (1981) surveyed the atti-

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REHABILITATION COUNSELING BULLETIN/MARCH 1997 / VOL. 40 NO. 3

interview to determine faculty behaviors and feelings toward students with disabilities. Houck, Asselin, Troutman, and Arrington (1992) also used an interview instrument to measure faculty willingness to provide & McDonald (1987) used an attitudinal survey instrument to investigate ties. In 1987, a review of the literature (Jarrow, 1987) stated that most of the faculty research had dealt with attitudes. Fichten, Amsel, Bourdon, & Creti (1988) surveyed professors for their level of comfort with students a 23-item questionnaire to determine faculty willingness to provide ac-Satcher (1992) examined faculty attitudes at community colleges toward providing accommodations to students with disabilities. Finally, McCarthy and Campbell (1993) investigated faculty willingness to make accommodations for their students with disabilities. In each of these studies, faculty reported generally positive attitudes toward accommodating stutudes of faculty members toward students with disabilities. Matthews et al. (1987) conducted a study of faculty willingness to make accommodations to students with documented learning disabilities. Schoen, Uysal, faculty attitudes toward the treatment of college students with disabiliwith disabilities in their classrooms. Nelson, Dodd, and Smith (1990) used commodations to students with learning disabilities. That same year, Fichten, Goodrick, Tagalakis, Amsel, & Libman (1990) used a structured course related accommodations for students with learning disabilities.

with learning disabilities, and included an 11-item knowledge subscale that measured familiarity with legislation along with services and acties. The authors stressed the need for staff development activities to increase faculty knowledge about disability issues. Leyser (1989) conducted the only other survey found in the review of the literature to ionnaire used in this study included a knowledge subscale that contained a limited number of items to measure familiarity with federal and state aws. The survey items also measured faculty background information, attitudes, integration practices, experiences with persons with disabilities, and participation in staff development activities. No other studies knowledge of specific legal decisions and the contents of the laws that affect postsecondary education. Askamit et al. (1987) conducted a study of attitudes and knowledge of faculty and staff toward serving students commodations. Results of the study indicated that faculty were lacking in knowledge, but held positive attitudes about students with disabilidetermine faculty familiarity with federal legislation. The 30-item questo measure faculty knowledge of accommodations were found in the However, a review of the literature found little information on faculty review of the literature. dents with disabilities.

understanding disability laws and knowing what accommodations are A number of studies have pointed out the need for faculty training in necessary, as well as when an accommodation may be refused. Faculty Page E75 $-1.5\,2$

Faculty Knowledge of Disability Laws

ties, as was determined in the results of studies by Houck et al. (1992) ulty desired a knowledgeable person to contact about providing accomand Leyser (1989). Matthews et al. (1987) recommended that information students with disability specific accommodations, and Satcher (1992) disabilities and that colleges and universities should initiate education<u>al</u> ulty members were unaware of the needs and rights of students with updated. McCarthy and Campbell (1993) found in their study that fac members desire more information about serving students with disabil regarding accommodations for students with disabilities be continual modations and brief fact sheets on specific disabilities. Nelson et al. (1990 concluded that faculty and administrators must be trained to provid dents with learning disabilities. Finally, West et al. (1993) stated that fa recommended faculty development programs to meet the needs of sta programs to inform professors about accommodations students are ef

In summary, the review of the literature indicated that (a) more students attitudes about providing accommodations indicated that faculty need ulty to know the accommodations that are legally required, an assessveys investigating faculty attitudes and willingness to provide accommodations have been conducted. However, no surveys of faculty dated by law were found in the literature review. The surveys of facult o understand the language of the laws. To meet the goal of training fa cnowledge of specific accommodations and modifications of policy mar information and training to keep abreast of current court decisions an court cases dealing with compliance issues are increasing, and (c) su with disabilities are enrolled in higher education than ever before, (ment of faculty present knowledge was mandated.

This was accomplished by distributing the newsletters with the referenced bers' knowledge of disability laws that affect postsecondary institutions and of recent legal decisions that further define the specific mandates of ation of a desk reference guide for faculty and staff in higher educatio The purpose of this exploratory study was to determine faculty men raise faculty and staff interest and incentive to learn about disability law answers. The information gained from the survey was used in the prepa the law. The survey also served as a component of a training program

METHOD

Participants

12 colleges and schools within the university and all ranks, a total of 845, This study was conducted at a southeastern university, with an approx mate enrollment of 15,000 students. All faculty and administrators in th were mailed a survey designed to measure their specific knowledge q



disability laws and recent legal decisions. Faculty and administrators as the first step in a training program. Surveying all faculty rather than laws. Student affairs staff were not included in this study but were surveyed in a separate study using an instrument designed to measure knowlhad received no previous training on disability laws, and the survey served a random sample or one-on-one interviews, was chosen as the best method to not only determine a base line for faculty knowledge but also to reach all faculty with the intention of increasing their awareness of disability edge of laws that affect services in the student affairs division of higher

Instrumentation

further clarify the laws. The content of the items was derived from Section 504, Subpart E of the Rehabilitation Act (1973); the ADA (1990); and recent court cases. Grievances at postsecondary institutions across the nation that were filed with the OCR, and the resulting court decisions The review of the literature found no instrument to measure faculty knowledge about specific accommodations for students with disabilities that are mandated by law, and, therefore, accommodations that faculty members are not required to provide. Therefore, we developed the questionnaire used in this study, basing it on extensive research in disability laws that affect postsecondary education and recent legal decisions that were believed to contain information relevant to faculty knowledge.

Items 1 and 2 are based on the nondiscrimination mandate and the definition of disability as stated in the Rehabilitation Act (1973). Item 3 in the Federal Register, Title 34 (as cited in Frank & Wade, 1993). Item 4 and Item 6 define the student's responsibilities to ask for accommodation and provide documentation. Both of these items were based on OCR ity), 11 (alternate assignments), and 22 (provision of note takers), all pertain to reasonable accommodations that are named in the Rehabilitation Act (1973). Item 7 (the university is required to assume the responsibility for Item 9 (faculty are required to provide extended time as an accommodation) was clarified in an OCR ruling (as cited in Jarrow, 1992). Items 10 (the modification of evaluation methods), 16 (oral test), 18 (separate procored setting), and 25 (readers, scribes, adaptive equipment), all relate to accommodations for testing as noted in Section 504 of the Rehabilitation Act (1973). Items 12 (exceptions to providing accommodations) and 13 (accommodations specifically recommended in the documentation) are both based on recent legal decisions (as cited in Kincaid, 1995). Items 19 provided the definition of a qualified person with a disability as stated rulings (as cited in Jarrow, 1991b). Items 5 (tape recorders), 8 (accessibilsecuring an accommodation), was stated in Kincaid and Simon (1994). (personal liability) and 20 (academic freedom) are based on recent legal

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Faculty Knowledge of Disability Law

the accommodations in the preferred medium for students with visua decisions (as cited in Jarrow, 1991b, 1992). Items 14, 15, and 23 refer t impairments and are based on case law (as cited in Kincaid, 1994). Iter 17 deals with confidentiality (as cited in Jarrow, 1991b), Item 24 refers t the fact that faculty do not have to restructure their course presentation course waivers (as cited in Kincaid & Simon, 1994), and Item 21 addresse (as cited in Kincaid, 1995, May).

The items were written as statements, and faculty were asked to re spond by checking either yes or no to indicate whether the statemen was based on the law. The instrument was reviewed by select facult knowledgeable in the field. In this study, the instrument yielded Cronbach coefficient alpha of 0.96 for internal consistency.

Demographic Factors

aught. Participants were also asked to respond to their familiarity wit) the following legislation and litigation: (a) Brown v. Board of Education were asked to check the resources that they would most likely use to further their understanding of legislative acts and court cases that affec (c) years of experience in higher education, (d) the college or school o or advised in the last 4 years, and (f) the types of disabilities of student (1954), (b) Section 504 of the Rehabilitation Act of 1973, (c) the Individu study was to gain information to be used in faculty training, participant postsecondary education and students with disabilities. The choices fo training included (a) a faculty resource guide, (b) newsletters, (c) a vid The demographic factors included (a) rank, (b) primary responsibility the faculty member, (e) the number of students with disabilities taugh als with Disabilities Education Act of 1990 (IDEA), and (d) the Ameri cans With Disabilities Act of 1990. Because one of the purposes of thi sotape, or (d) workshops.

Faculty members and administrators were sent a cover letter, the surver pus mail system. The cover letter stated the purpose of the study, and asked faculty to complete the survey and return it in the enclosed cam nformation gained from the study would be used in developing a desl reference guide. The cover letter informed faculty that after the analyse of the data were conducted they would receive, by campus mail, the re participants were assured that the surveys would be anonymous and negative for the surveys 155instrument, and a self-addressed return campus mailer through the cam sults of the study and a referenced summary of the law or court case tha pus mailer. Faculty were asked to give their accurate responses as the delineates the correct response to each of the 25 items on the survey. The



tifying marks were made on the surveys and no second attempts were attempt would be made to identify individual faculty members. To ensure anonymity and encourage accurate and honest responses, no idenmade to collect unreturned surveys.

items, or the participants had written "don't know" beside items. These Approximately 45 of these surveys were returned with some unmarked data were combined and listed in a third category of missing data/don't know. Descriptive analyses were performed on the data and reported using frequencies and percentages for each of the survey items, and the Participants returned 400 of the 845 surveys (47%) by the due date. demographic variables.

RESULTS

perience in higher education (188), followed by 131 that had 6-15 years of experience, and 71 had 1-5 years. Only 10 participants had less than research (48%), teaching (27%), administration (12%), research (8%), and other (5%). The majority of the participants had more than 15 years ex-The majority of the participants in this study held the rank of professor (33%), followed by associate professor (24%), assistant professor (22%), The participants listed their major area of responsibility as teaching and instructor (9%), department chair (4%), and administrator and other (2%). Dean, research scientist, vice president, and professional each had 1%. one year of experience in higher education.

Faculty from the College of Arts and Sciences constituted 29% of the otal of the colleges and schools of the participants. Table 1 summarizes the colleges and schools of the faculty participants.

not taught any students with disabilities, 63 had taught between 6 and 10, 11 had taught between 11 and 15 students, and 25 said they had taught more than 16, and 3 surveys had missing data. More faculty participants had taught students with mobility impairments (207) than any other type of disability. The number and percentages of the types of disabilities of had taught between 1 and 5 students with disabilities, 77 said they had A total of 221 faculty members and administrators indicated that they the students whom faculty had taught are listed in Table 2.

half of the faculty reported familiarity with Brown v. Board of Education The faculty members and administrators were asked to indicate their evel of knowledge about laws that affect postsecondary education. About (50.3%), followed very closely by the ADA (50%). Only 28% of the faculty indicated that they were familiar with the IDEA and less than 18% were familiar with Section 504 of the Rehabilitation Act.

results indicated that 53% preferred a resource guide, 30% preferred news-Page E77 $-1.5\, \mbox{6}$ In addition, faculty were asked to indicate their preferences for receivng training materials for teaching college students with disabilities. The

Faculty Knowledge of Disability Laws

TABLE

College or School of Faculty

College or School	Number of Faculty	Percentage	
Aoriculture and Home Economics	77	10.01	'
Architecture	. o	2.0	_
Arts and Sciences	116	29.0	
Accountancy	4	1.0	,
Business and Industry	21	5.0	
Education	20	13.0	
Engineering	09	15.0	
Forest Resources	15	4.0	
Veterinary Medicine	30	2.0	
Graduate School	-	0.3	•
Continuing Education	-	0.3	
Library	80	2.0	-
Missing	ထ	2.0	ı
TOTAL	400	100.0	

letters, 6% a videotape, 3% workshops, 2% using the Internet, and 6% gave no preference.

in Table 3. The correct responses to the survey items are presented in The frequencies and percentages of the 25 survey items are presented boxes. The total number of responses in all cases was 400

TABLE 2

Types of Disabilities of the Students Faculty Taught

Type of Disability	Number of Faculty	Percentage of Faculty
Mobility impairment	207	28.0
Learning disability	192	26.0
Vision impairment	122	16.0
Hearing impairment/Deaf	87	12.0
Communication disorder	62	8.0
Psychiatric/Emotional disability	S	8.0
Epilepsy	S	0.7
Diabetes mellitus	8	0.3
Traumatic brain injury	8	0.3
Amputation	-	0.1
Attention deficit disorder	-	0.1
Cancer	-	0.1
Cerebral palsy	-	1.0
Neurological	-	0.1
Renal-Kidneydisease	-	1.0
TOTAL	748	100.0

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Faculty and Staff Survey of Knowledge of Disability Law

Statement 1. Section

			Don't	
atement	Yes	ŝ	Know	
Section 504 of the 1973 Rehabilitation Act prohibits				
descrimination on the basis of disability in any program	8	į	;	
of activity offered by an institution of nigner education (nat	3 5	7	3	
A porecon is considered to be a posses mish a dispulling it	% %	8	% [
boketo has the disability has a record of the disability if	Ş	ķ	;	
is postded as begins the disability.	2 6	2 3	‡ ;	
A cupilized possess mish a disability mosts the contact and	8	80%	%	
A qualified person with a disability meets the academic and		;	:	
technical standards required for admissions or participation	588	æ	4	
in a particular program or activity.	% %	17%	1%	
. Faculty and staff in higher education are required to provide a				
student with a disability accommodation even if the student	187	174	ඉ	
does not request it.	47%	43%	10% 10%	
. Section 504 specifically mentions tape recording lectures as a				
means of assuring full participation in the classroom for	171	167	8	
students with disabilities.	43%	45%	15%	
. A student with a disability may ask for and expect accommodation		! !	!	
in a classroom even though the student has not provided docu-	138	22	9	
mentation that the disability exists.	34%	26%	10%	
Students are required to assume the reponsibility for securing a	9	252	42	
necessary accommodation.	56%	63%	11%	
. A classroom's location should be changed to provide access-	315	49	8	
ibility for a student with a mobility disability.	%62	12%	%6	
An instructor who decides that a student with a documented			! !	
learning disability does not need extended time on a test may	28	289	8	
choose not to give this accommodation.	20%	72%	8%	
. The form of an exam must be altered if the testing procedure			:	
puts a student with a disability at a disadvantage based on the	294	2	36	
student's documented disability.	73%	18%	% 6	
. A student with a speech disorder must be given an alternate	274	B	4	
assignment to presenting an oral report.	%69	20%	13%	
 Student requests for accommodation must be provided even 				
when the accommodation would result in a fundamental altera-	112	239	49	
tion of the program.	28%	%09	12%	
. The university may refuse to grant a student's request for an				
accommodation which is not specifically recommended in the	268	କ୍ଷ	ଊ	
student's documentation.	%29	21%	12%	
If a student with a visual disability is enrolled in a class, the				
instructor must provide all handouts in the alternate format	168	<u>8</u>	49	
requested by the student.	43%	46%	12%	
. The instructor must make course material on reserve in the				
library available in alternate formate for equipments with vicinal	110	ļ	62	

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TABLE 3 (continued)

Faculty and Staff Survey of Knowledge of Disability Law

Stal	Statement (continued)	Yes	°	Know
<u>∞</u>	 If a student's documentation specifically recommends a quiet testing area with no distractions, the instructor must allow the 			
	student to take an exam in a room different from the classroom	307	49	4
	with a proctor.	41%	12%	11%
<u>6</u>	An individual faculty member who fails to provide an accommo-			
	dation to a student with a documented disability may be held	228	121	5
	personally responsible.	21%	30%	13%
8	The instructor's academic freedom permits the instructor to			
	decide if he/she will provide special aids and services for	37	320	43
	students with disabilities in the classroom.	% 6	%08 80%	11%
泛.	Faculty must restructure the presentation of their courses and	75	272	ß
	their course requirements if a student with a disability requests it.	19%	68%	13%
છું	Asking to copy the notes of other class students is a reasonable			
	accommodation for a student with a learning disability who finds			
	note taking distracting from his/her ability to listen to the class	278	28	4
	lecture.	%02	19%	11%
e e	The instructor must meet with a student with a visual impairment			
	before class to make sure the student has resources to complete	147	196	22
	the course requirements.	37%	49%	14%
24.	Nothing within the ADA or Section 504 requires a college to			
	waive essential course requirements; however, a refusal to grant	308	ဗ္တ	20
	a waiver must be justified.	77%	%6	14%
25.	Accommodations for testing such as readers, scribes, or the use			
	of adaptive equipment must be provided for a student with a	311	46	<u>გ</u>
_	documented disability.	780%	11%	11%

Note. ADA - Americans With Disabilities Act (1990).

DISCUSSION

ity laws that affect institutions of higher education. The majority of the the largest group of participants in the study, and this college is also the were the second largest participants, but this college ranks fourth in size The purpose of this study was to examine faculty knowledge of disabilparticipants held the rank of professor and had more than 15 years of experience in higher education. Arts and Sciences faculty members were largest on campus. Agriculture and Home Economics faculty members at the university. Engineering and Education ranked third and fourth in participants, and these two colleges are also in the top four largest at the university.

Less than 18% of faculty members said that they were familiar with bers said that they were familiar with the ADA. The large number of Section 504 of the Rehabilitation Act, and only half of the faculty mem-

170 43% 238 59% 167 42%

If a student with a disability has difficulty writing, the instructor Faculty members have the right to access diagnostic informa-

is responsible for providing the student with an oral test.

tion regarding a student's disability,

library available in alternate formats for students with visual

disabilities enrolled in the course

participants who were unfamiliar with the ADA was unexpected, given the volume of attention this law has received from the media.

be due to the fact that the campus has been accessible since the early dents with learning disabilities represent the largest population of students with disabilities on campus, and faculty indicated that this was the The faculty indicated that they had taught more students with mobility impairments (28%) than any other type of disability. This result may 1980s, and this disability is more recognizable to faculty members. Stunext largest group they had taught (26%).

demic freedom. Although 80% of the participants understood that knew that they could be held personally liable for failure to provide two of the survey items did 80% or more of the participants know what the law requires. The first of these two items dealt with the nondiscrimination statement found in Section 504, and the second referred to acaacademic freedom did not supersede the rights of the student, only 57%sponded incorrectly or did not know what the laws mandate. In only In 17 of the 25 survey items, 30% or more of the faculty members redocumented reasonable accommodations to students with disabilities.

in alternate format if a student with a visual impairment requests it. This result is surprising because students with visual disabilities have participated in higher education for many years, and faculty reported this Faculty knew less about academic adjustments for students with vi-Over half of the faculty were unaware that materials must be provided sual disabilities than any other category of statements on the survey. disability as one of the top three they had taught.

member, and the university were only nominally understood by the participants. Nearly 60% of the faculty believed they had to provide an confirm other research that found faculty had positive attitudes and were willing to accommodate students with disabilities. Although 56% of the modation was provided, only 46% understood that they did not have accommodation even if the student had not requested it. This result may faculty knew that the disability had to be documented before any accom-Items that addressed the responsibilities of the student, the faculty the right to access the student's diagnostic information.

43% of the faculty knew that tape recorders were included in Section 504 Participants were more aware of extended time and a note taker as accommodations than of the use of a tape recorder in the classroom. Only of the Rehabilitation Act. This result is unexpected because the tape recorder is one of the most frequently used classroom accommodations.

policy were somewhat equally understood by the participants. Approximately two thirds of the faculty knew what the law requires in course waivers and alternate assignments, but only 60% knew that requests that would result in Items on the survey that addressed course waivers and modifications of a fundamental alteration of the program do not have to be provided.

Faculty Knowledge of Disability Laws

dations required for testing, but only 59% were aware of the testing ac-Approximately three fourths of the participants knew the accommocommodations for students who had difficulty in writing.

Results of the survey indicated that a resource guide was the faculty's first preference to provide further training in understanding disability laws, and newsletters were the second faculty choice. This result confirms other studies that reported faculty that desire more information about accommodations for college students with disabilities.

CONCLUSION AND IMPLICATIONS

edge of disability laws, and the implications of recent court cases. The tions. In fact, no instrument was available to measure faculty knowledge The results of this study provided new information on faculty knowl review of the literature found no other surveys that included specifiq items about disability laws and the provision of reasonable accommoda edge survey tool is indicated and further investigations may use this of the legal implications of the law. The development of a faculty knowl instrument or an adapted, modified version.

Although OCR investigations are increasing nationally, the ADA does age of the faculty respondents did not know the requirements of the law. not mandate that universities and colleges train faculty in knowledge of disability laws. The findings of this study indicate that a large percent This fact could place the university at a greater risk of encountering a noncompliance issue or lawsuit.

and reported the results with the referenced answers to the 25 items. The letters, would be conducive to keeping faculty apprised of the latest le-The survey contributed to furthering faculty knowledge at this institu. tion as it raised the faculty's interest to learn more about their responsibilities and the students' responsibilities in providing equal access. Faculty that current pages may be added. The second training preference, news incentive was increased to read the newsletters that followed the survey faculty preferred a resource guide, and this could be in notebook form sq

surveying faculty first, then educating them using the newsletters has updated with ongoing court decisions. To reduce the number of griev-It seems imperative that training programs for faculty be implemented ances filed with the OCR, training programs that are designed to reach the largest number of faculty need to be implemented. The method o the potential to reach a large percentage of faculty who could not find the time to attend training workshops because of scheduling conflicts. nationally and that these programs be in a format that can be continually

need training in reasonable accommodations. Less than half the faculty, The results of this study may imply that students, as well as faculty,

npson, Bethea, & Turner impairments. It may be that students who need this accommodation have not made their requests to faculty because they have other resources for acquiring materials in alternate format, or they may be unaware that needed to be in alternate format for students with blindness or visual this is a reasonable accommodation.

Interpretations of the results of this study may be limited by the fact that faculty at only one university were surveyed, rather than a random sample from universities in varied locations. Because the surveys were sent through campus mail, the respondents may have discussed the items with colleagues before returning the surveys. Also, some respondents may have guessed when they were forced to make a "yes" or "no" choice, wheras other respondents chose to write in "don't know." Nevertheless, on the basis of the results of this study, it seems that further research in faculty knowledge of disability laws is needed as a first step to increase awareness and serve as the foundation for training programs.

In summary, this was an exploratory study in an area that had not been previously researched. Further studies are called for to determine the status of faculty knowledge on disability laws and to develop an instrument that may be used nationally. It is hoped that as more studies the ADA, and the implications of recent significant legal decisions. Inable accommodations for college students with disabilities while are conducted, faculty will have a better understanding of Section 504, formed faculty members would be better equipped to provide reasonnaintaining the quality of a higher education. This in turn may lead to ewer grievances filed with the OCR and fewer institutions of higher eduation found to be in noncompliance.

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Disabilities: Recommendations for Work Life for Employees With Promotion

David E. Drehmer James E. Bordieri Darrell W. Taylor

mendations for employees of an hypothetical manufacturing company. The candidates for Results demonstrate that the candidates with either depression or obesity are evaluated more negatively than their equally qualified nondisabled peer. Perceived personal blame The promotion potential and perceived value of employees with disabilities was experimentally explored. Supervisors and midlevel managers (n = 168) made promotion recompromotion were presented as having 1 of 8 different types of disability or health problem. for the disability/health problem correlated negatively with promotion recommendations.

cans With Disabilities Act of 1990, equal employment opportunity has been mandated for workers with disabilities. Yet unemployment and unnature of discriminatory hiring attitudes and practices involving job Shaw, 1972) suggested that employers view applicants with and without disabilities equivalently. In contrast, other researchers (Johnson & Heal, 1976; Stone & Sawatzki, 1980) reported that an antagonistic bias exists Since the introduction of the Rehabilitation Act of 1973 and the Amerideremployment for these individuals remain consistently high (Parent applicants with disabilities has been largely contradictory, incomplete, & Everson, 1986). Research that has attempted to explore the extent and and inconclusive. For example, some investigators (Rose & Brief, 1979; against job seekers with disabilities.

Empirical attention has been directed primarily at examining hiring recommendations for job applicants with different types of disabilities. For example, employer reactions have been examined toward hiring

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August 19, 1996

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Dear Anne,

Routine is a word I often use when writing summaries of project visits. I can't use this word in this short summary of my site visit with Project PAACS. What you have accomplished during the first year of funding is unprecedented. Not only have you accomplished your project objectives for developing training materials and resources on accommodations and legal requirements in providing equal access for students with disabilities and conducting inservice for faculty and personnel in support services, career services, vocational rehabilitation and local business and industry, you are now moving forward with new objectives related to increasing awareness and utility of assistive technology services.

I was most impressed with your formative evaluation activities. You have established excellent networks of communication within the Mississippi State University system, throughout the disability community in the state, and with local businesses. As you know, these networks are extremely important in helping you determine actual and real needs and to understand what is to be done. In addition, your survey of college students with disabilities appears to be practical and easy to complete. It also appears to be relevant to your information needs. You are to be applauded in these regards.

As we discussed, it might be worthwhile for you and Leslie to review your project objectives for next year and rewrite them so they reflect more as objectives rather than as activity statements. This will help you when you get ready to write your annual performance report to OSERS.

Also, your concern about getting more feedback from consumers on the use of your training materials is important. It is not surprising to



me that you are having a large number of requests for your desk reference guide for faculty and staff. As we discussed, there are a variety of ways to collect information on how useful the guide is and how users modify or customize it. The point is you need feedback on how it is used and its impact. This type of information will be invaluable to you for improving the materials and for targeting (disseminating) materials to different groups or locales.

I appreciate the time you, Leslie Bethea, and Bud Rizer gave me. We covered a lot of ground, both in discussing your project and evaluation concerns and in touring the campus and new Comprehensive Assistive Technology Center. Thank you, and please extend my thanks to Leslie and Bud. I learned a lot during my visit and will be referring you to others who need advice and assistance on career readiness and training for faculty and staff at post secondary institutions.

Sincerely,

Thomas E. Grayson, Ph.D.

Associate Director

Transition Research Institute



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Mississippi State, MS 39762-5740

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Memo to: All institutions requesting the surveys, newsletters and reference guide.

Enclosed you will find camera-ready surveys, newsletters and a Guide. You have permission to make multiple copies with the only stipulation that the <u>credit page be included on all copies.</u>

The training program is comprised of the following steps:

- 1. Survey all faculty, staff, and students with disabilities at your institution.
- 2. Allow 2-3 weeks for surveys to be returned.
- 3. Mail the newsletters with the referenced answers to survey items.
- 4. Customize the Desk Reference Guide for your institution and provide copies to faculty and staff.

The Desk Reference Guide can be customized by completing the enclosed Customizing Form and returning to our office. The camera ready copy you receive would have the name of your institution on the cover and your return address on the back page. Pages 24, 25, and procedures for testing (page 6) that pertain to MSU would be deleted. You would have permission to add pages for your school to replace the deleted pages. You will be required to keep the credit page on all copies.

We would appreciate hearing from you about ways we can assist you in keeping faculty and staff aware of issues related to disability laws and their impact on higher education. Please return the enclosed evaluation form.

Sincerely.

anne R. Thompson

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<u>ц</u>	교		Mara Cooper Smith	111380 NW 27 Avenue	i, FL 32
1	五	Florida A&M	Dr. Sharon Wooten, LD Specialist	Learning Development and	Tallahassee, FL
Ц.	币	Santa Fe Community College	Claudia Munnis, Counselor	3000 N.W. 83rd St. Bldg, S-	Gainesville, FL 3266
1	币	Palm Beach Community College	Sandra, Scritchfield, Learning	4200 Congress Ave.	Lake Worth, FL 334
<u> </u>	且	Palm Beach Community College	Sandra Scritchfield, LD Specialist,	4200 Congress Avenue	Lake Worth, FL 334
Ψ.	GA		Pamela T. La Vangie, Educational	453 Lisa Circle	Winder, GA 30680
	GA	Valdosta State University	Maggie Roberts, College of Education	Advising Center	Valdosta, GA 31698
۲	GA	Brunswick College	Mark Haines, ADA Service Provider	3700 Altama Avenue	Brunswick, GA 3152
۲	ВĄ	University of Georgia	Kathy L. Moss, Learning Disabilities	331 Milledge Hall	Athens, GA 30602-5
۲	ВA	Georgia State University	Dr. Carole L. Pearson, Director	University Plaza	Atlanta, GA 30303
۲	GA	Georgia Southern University	Dr. Synnove Heggoy, Director,	Landrum Box 8019	Statesboro, GA 3046
Ë	HI	University of Hawaii at West Oahu	c/o Lynne Douglas, Leeward	96-045 Ala Ike	Pearl City, HI 96782
<u> </u>	H	University of Hawaii, Hilo	Norine Hisashima, Clerk	200 W. Kawili Street, SSB-211	Hilo, HI 96720-409
	HI	Kapi' olani Community College	May Joan Haverly	4303 Diamond Head Road	Honolulu, Hawaii 96
	HI	Maui Community College	Winifred Chung, Counselor	310 Kaahumanu Avenue	Kahului, HI 96732
	HI	Leeward Community College	Lynne Douglas,	96-045 Ala Ike	Pearl City, HI 96782
1	H	University of Hawaii at Manoa	Patricia Nishimoto	2600 Campus Rd, SSC 212	Honolulu, HI 96822-
	₹	University of Iowa	Mary M. Richard, Coordinator	133 Burge Hall	Iowa City, IA 52242.
1	Ψ	Des Moines Area Community College	Carol Grimm	2006 South Ankeny Blvd	Ankeny, IA 50021
H	Ψ	Dordt College		498 Fourth Avenue, NE	Sioux Center, IA 512
屵	¥	St. Ambrose University	Впап Мопп	518 West Locust	Davenport, IA 52803
尸	ΙΑ	Drake University	Roxanne Sciorrotta, Disability	8 Morehouse 2507 University	Des Moines, IA 503
1	В	Boise State University	Blaine T. Eckles, Dean of Student	1910 University Drive A-114	Boise, ID 83725
	А	Ricks College	Richard Taylor, Director	ADMIN 250	Rexburg, ID 83460
۲	I.	Elmhurst College	Maureen Connolly	190 Prospect Ave.	Elmhurst, IL 60126-
片	L	Black Hawk College	Cathy Langdon, Student	6600 34th Avenue	Moline, IL 61265
H	L	Western Illinois University	Joan Green, Coordinator for Disability	1 University Circle	Macomb, IL 61455-1
H		John A. Logan College	Julie K. O'Brien		Carterville, IL 62918
H		Moraine Valley Community College	Mary E. Schaler, Director	10900 South 88th Avenue	Palos Hills, IL 60465
H	II.	Northern Illinois University	Nancy J. Kasinski, DIrector	408 Health Services	DeKalb, IL 60115
H]]	William Rainey Harper College		1200 West Algonquin Road	Palatine, IL 60067-7:
Ë		Chicago State University	ı	9501 S. King Drive - SUB 192	Chicago, IL 60628-1
H	L	Aurora University	Maureen Connolly, Learning Center,	347 South Gladstone Avenue	Aurora, IL 60506-48
Ë	L	Saint Xavier University	Kimberly Fath, Student Success	3700 West 103rd Street	Chicago, IL 60655
H	L	School of the Art Institute of Chicagp	Susan Whitlow, Coordinator, Services Learning Center, 112 Michigan	Learning Center, 112 Michigan	Chicago, IL 60603-6
F	Page G87	1 1 7 3		A 171 A	

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<u>C</u>	ite School	Name	Box/Street	City, State Zip
11	Illinois Department of Human Services,		623 East Adams	gfield,
][College of Lake County	Bill Freitag, Coordinator of Special	19351 West Washington Street	Grayslake, IL 60030
Z	Purdue University	Mary Ann Ferkis	1092 Stewart Center	West Lafayette, IN 4
Z I	Butler University	Mary Paugh, Coordinator	4600 Sunset Avenue	Indianapolis, IN 462
Z	Indiana University East School of Nursing	Dr. Joanne W. Rains, Dean of	2325 Chester Boulevard	Richmond, IN 4737
Z.	Ball State University	Richard Harris	Student Center 307	Muncie, IN 47306
Z E		Donna Clinkenbeard, Coordinator,	VH-62 1002 N. 1st Street	Vincennes, IN 4759
KS	Wichita State University	Grady L. Landrum, Director		Wichita, KS 67260-1
KS	Quinton Heights Elementary	Lia Kyner	2331 Topeka Avenue	Topeka, KS 66611
KS	Kansas State University	Gretchen Holden	201 Holton Hall	Manhattan, KS 6650
KS	Hutchinson Community College	Duane Graber	1300 N. Plum	Hutchinson, KS 675
KS	Kansas City Kansas Community College	Valerie Webb, Supervisor	P. O. Box 12951	Kansas City, KS 66
KS	Johnson County Community College	Holly K. Dressler, Disability Support	12345 College Blvd.	Overland Park, KS (
KS	University of Kansas Medical Center	Phyllis Budin	3901 Rainbow	Kansas City, KS 66
KS	Kansas City Kansas Community College	Valerie Webb, Supervisor	P.O. Box 12951	Kansas City, KS 66
KY	University of Kentucky	Jacob Karnes, Jr., Director	2 Alumni Gym	Lexington, KY 405C
KY	University of Lousiville		120 Robbins Hall	Louisville, KY 4029
KY	Southeast Community College - Unv of KY		700 College Road	Cumberland, KY 40
ΥŢ	Southeastern Louisiana University	Deborrah A. Herbert, Ph.D.	SLU 496	Hammond, LA 704C
ΥŢ	Louisiana State University	Traci Byrant, Services for Students	122 Johnston Hall	Baton Rouge, LA 70
Ţ	Lousiana State University Medical Center	Margo M. Abadie, Assistant Professor	1900 Gravier Street	New Orleans, LA 70
MA	Hampshire College	Karyl Lynch, Associate Dean	Cole Science Center, Room 112	Amherst, MA 01002
MA	University of Ma	Devera Ehrenberg	100 Morrissey Boulevard	Boston, MA 02125-
MA	Williams College	Amy Pettengill-Fahnestock, Assistant	P.O. Box 518	Williamstown, MA
MA	Northeastern University	Rita Heywood, Clinical Assistant	16 Charles Street #2	Wakefield, MA 0188
MA	Springfield Technical Community College	Kris Kozuch, Project Coordinator	P. O. Box 9000	Springfield, MA 011
Ψ	Massachusetts Bay Community College	Jennifer Hicks, Director	50 Oakland Street	Wellesley Hills, MA
¥ ₩		Kent Goodchild	P. O. Box 9000	Springfield, MA 011
MA	University of Massachusetts, Amherst	Dr. Len Huber, Assistant Director	123 Berkshire House, Box	Amherst, MA 01003
MA	Cape Cod Community College	Joyce Chason, Center for Dis.	2240 Iyanough Road	West Barnstable, M/
MA	Suffolk University	Mary Hurwitz, Assistant Director	Beacon Hill 41 Temple Street	Boston, MA 02114-
MA	Gordon College	Ann Seavey	255 Grapevine Road	Wenham, MA 01984
MA	Dean College	Daniel Berkowitz, Coordinator,	99 Main Street	Franklin, MA 02038
MA	Gordon College		255 Grapevine Road	Wenham, MA 0198
MA	Wellesley College	Dr. Barbara Boger, Director	106 Central Street	Wellesley, MA 0218
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vided by ERIC	JC	School	N N N N N N N N N N N N N N N N N N N	Rox/Street	City State Zin
	MA	astem University	Michele Forlizzi	20 Dodge Hall	n, MA (
F	MA	Boston University	Rita Heywood, LD Specialist	19 Deerfield Street	Boston, MA 02215
一	MA	Worcester Polytechnic Institute	JoAnn Van Dyke, Coordinator	100 Institute Road	Worcester, MA 016
厂	Ð	Hood College	Lynn Schlossberg	401 Rosemont Avenue	Frederick, MD 217
F	₽	Essex Community College	Beth Hunsinger	7201 Rossville Blvd.	Baltimore County, 1
F	M	Western Maryland College	Dr. Henry B. Reiff	2 College Hill	
	₽		Linda M. Dennis, Secretary	P.O. Box 8	Wye Mills, MD 210
	Æ	University College	Noelle Atwell, Technical Director	t Adelphi	College Park, MD?
	\mathbf{g}	University of Baltimore	Patrick Chachulski	1420 N. Charles Street	Baltimore, MD 212
-	₽	Howard Community College	Linda Reed, Administrative Assistant,	10901 Little Patuxent Parkway	Columbia, MD 210
Ť	₩	Dundalk Community College	Laura Remchuk, Coordinator, DSS	7200 Sollers Point Road	Baltimore, MD 212
	\mathbf{g}	Montgomery College	Janet Merrick, Director	51 Mannakee Street	Rockville, MD 2085
	WE	University of Southern Maine	Larry Glantz	96 Falmouth Street	Portland, ME 0410
	WE.	outhern Maine	Kate Mitchell	P. O. Box 9300	Portland, ME 04104
	₹			3201 Burton Street SE	Grand Rapids, MI 4
	M	Henry Ford Community College	Gerald Olszewski	5101 Evergreen	Dearborn, MI 48128
	M	Michigan Technological University	Rosella Juntunen	1400 Townsend Drive	Houghton, MI 4993
Ė	M	Michigan State University	Kimberly Lauffer	120 Bessey Hall	East Lansing, MI 48
	M	born	Dennis Underwood, Staff Counselor	4901 Evergreen	Dearborn, MI 48128
Ė	\Bar{\Bar{\Bar{\Bar{\Bar{\Bar{\Bar{		Kendra Johnson, Accessibility	Room 264 University Center	Flint, MI 48502-218
	⅀	University	John Pendraza, Project ACCESS	240 Student Service Building	Allendale, MI 4940
	M	Oakland University	Lois A. Roelse, Office of Disability	157 North Foundation Hall	Rochester, MI 4830
Г	ZE.	llege	Lowell Raschke, ADA Coordinator	PO Box 1920	N. Mankato, MN &
	Σ		Carolyn Sorenson, Disability	235 Marshall Avenue	St. Paul, MN 55102
	Z	lege	John Heinrichs, Supplemental	1300 145th St. E. (County Road Rosemount, MN 55	Rosemount, MN 55
	N N	nical College	Mary Ackerman, Support Services	1601 Jefferson Street	Alexandria, MN 56.
	Z		Julie Bauch, Access Center	3300 Century Avenue North	White Bear Lake, N
Ė	N N		Valorie Moritz, Director	7411 85th Avenue North	Brooklyn Park, MN
	Z	lleges and Universities	Lloyd A. Petri, Program Manager	550 Cedra Street, Capitol	St. Paul, MN 5510]
	Q		Kim M. Crist, OTS	1100 Rockhurst Road	Kansas City, MO 6
	QW		Emily Noonan, Secretary for the	1870 Miner Circle	Rolla, MO 65409-C
	Q N		Connie Flick-Hruska, Access Office	500 SW Longview Road	Lee's Summit, MO
П	QW	te College	Melissa Anne Zenon, Counselor	3950 E. Newman Road	Joplin, MO 64801-1
H	QV V	s University	Kay Balthazor	221 N. Grand Blvd.	St. Louis, MO 6310
	QW		John J. Davis	1100 Rockhurst Road	Kansas City, MO &
•	Page G89	C89	•	0 M \$	

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Z Z	te School Washington University in St. Louis	Name Dan Herbst Director Office of	Box/Street One Brookings Drive	City, State Zip
	Southwest Missouri State University	Virgil W. McCall	901 S. National Avenue	Springfield, MO 65804
Ş	St. Louis Community College	Linda Nissenbaum, Access Office	11333 Big Bend Boulevard	Kirkwood, MO 63122
b	University of Missouri-Columbia	Lee Henson	130 Heinkel	Columbia, MO 65211
	Columbia Public Schools	Arden Boyer-Stephens	4203 South Providence Road	Columbia, MO 65203-
	Millsaps College	Connie Schimmel	1701 N. Jackson Street	Jackson, MS 39215
	Northwest MS Community College	Mike Dottorey, Director of Disability	510 N. Panola Box 5555	Senatobia, MS 38668
	Nettleton School District	Patricia Duke, Special Education	Drawer 409	Nettleton, MS 38858
	Copiah-Lincoln Community College	Herschel O'Bannon, Special	P. O. Box 649	Wesson, MS 39191
	Mississippi College	Buddy Wagner	Box 4603	Clinton, MS 39058
	Mississippi State University	Jim Turney		Mississippi State, MS
	Hinds Community College	Jean Dona	P. O. Box 1290	Raymond, MS 39154
	Mississippi Valley State University	Roy C. Hudson	14000 Hwy 82 W, Box 805	Itta Bena, MS 38941-1
	Delta State University	Nita Thornell	P. O. BOX 3303	Cleveland, MS 38732
	Itawamba Community College -Tupelo	Linda McEachern, Student Services	653 Eason Blvd.	Tupelo, MS 38801
	Ittawamba Community College	Sara Morton	602 West Hill Street	Fulton, MS 38843
	East Central Community College	Phil Sutphin	P. O. Box 129	Decatur, MS 39327
	University of Southern Mississippi	Steve Kittrel	Box 5067	Hattiesburg, MS 3904.
	University of Southern Mississippi	Camille Yates, Institute for Dis.	Box 5163	Hattiesburg, MS 39046
	Montana State University Northern	Linda Hoines, Disability Service	P. O. Box 7751 Cowan Hall	Havre, MT 59501
	Montana State University	Sharon Yazak, Coordinator	1500 North 30th Street	Billings, MT 59101-02
	Guilford Technical Community College	Angela Chasten, Disability Access	P. O. Box 309	Jamestown, NC 27282
	Asheville-Buncome Technical Community	Annie Clingenpeel, Coordinator of	340 Victoria Road	Asheville, NC 28801
,	North Carolina State University	Joanne G. Woodard	Box 7101	Raleigh, NC 27965-71
	East Carolina University	Tony Schreiber, Director	A-114 Brewster	Greenville, NC 27858-
	University of North Carolina Greensboro	Rebecca W. Simpson, Compliance	1100 W. Market Street	Greensboro, NC 2741.
	University of North Carolina - Charlotte	Gwin Rodgers	9201 University City Blvd.	Charlotte, NC 28223-0
	Bismark State College	Linda Engleman, DSS Coordinator	P.O. Box 5587	Bismark, ND 58506-5
	University of North Dakota	Deb Glennen	Box 9040	Grand Forks, ND 5820
	University of Nebraska at Omaha	Janet Wacker, M. S., C.R.C.		Omaha, NE 68182-031
	University of Nebraska/Lincoln	Dr. Marie Ward	P.O. Box 880401	Lincoln, NE 68588-04
	Southeast Community College	Darlene Williams, Counselor	8800 "O" Street	Lincoln, NE 68520
	Creighton University	Denise Le Clair	2500 California Plaza	Omaho, NE 68178
	Wayne State College	Jeff B. Carstens	111 Main Street	Wayne, NE 68787
	New Hampshire Technical Institute	Ellen Dokton	11 Institute Drive	Concord, NH 03301-7,
•	62.7		180	. Fage G90

I C	-			,
HZ	New Hampshire Technical Community	name Cate Weir	Box/Street 1066 Front Street	City, State Zip Manchester, NH 031
HN	New Hampshire Technical College at	Cynthia Bioteau, Co-Coordinator	277 Portsmouth Avenue	Strantham, NH 0388
HN	Dartmouth Medical School	Susan R. Lynaugh	Office of Student Affairs	Hanover, NH 03755
HN	Dartmouth College *	Gail M. Zimmerman, Assistant Dean	6173 Collis Center, Room 301	Hanover, NH 03755
HN	Franklin Pierce College	Professor Robin F. Marra	319 Crestview	Rindge, NH 03461
3	Middlesex County College	Joan Ikle, Project Connections	P. O. Box 3050	Edison, NJ 08818-30
Z	County College of Morris	Bonnie A. Murphy	214 Center Grove Road	Randolph, NJ 07865
2	Rutgers	Brian T. Rose	301 Van Nest Hall	New Brunswick, NJ
2	Ramapo College of New Jersey	Jean Balutanski	505 Ramapo Valley Road	Mahwah, NJ 07430-
2	New Jersey Institute of Technology	Dr. Phyllis Bolling	Counseling Center, University	Newark, NJ 07102
Z	Rider University	Dr. Barbara Blandford, Director	Academic Annex, Room 3	Lawrenceville, NJ 08
ΣN	New Mexico State University	Michele Reynolds-Jackson	Dept. 4149 P. O. Box 30001	Las Cruces, NM 880
ΣZ	Santa Fe Community College	Jill Douglass, Special Services	6401 Richards Ave.	Santa Fe, NM 8750.
ΣZ	Dona Ana Community College	Trudy-Meyer-Arrieta	Box 30001, Dept. 3DA	Las Cruces, NM 880
ΣN	New Mexico State University, Carlsbad	Chuck Ridenour, Learning Assistance	1500 University Drive	Carlsbad, NM 8822
ΣN	New Mexico Junior College	Connie Brumley, Diagnostician	5317 Lovingotn Highway	Hobbs, NM 88240
N N	Truckee Meadows Community College	Harry Heiser	7000 Dandini Blvd.	Reno, NV 89512
<u>></u>	University of Nevada, Reno	Mary Zabel, Coordinator Disability		Reno, NV 89557
N N	University of Nevada Las Vegas	Disability Resource Center Ronetta	Box 452015	Las Vegas, NV 8915
ŽΝ	Roberts Wesleyan College	Jackie Christenson	2301 Westside Drive	Rochester, NY 1462
Ž	Hobart & William Smith Colleges	Joyce Y. Dillon, Director Center for		Geneva, NY 14456-
ŽΝ	Siena College	Mr. Tom Dotson	515 Loudon Road	Loudonville, NY 12.
ŽΝ	Russell Sage College	Joanne L. Beck, Assistant Dean of	Academic Support Center	Troy, NY 12180
ž	Tompkins and Cortland Com College	Kathryn B. Wunderlich, J.D.	P. O. Box 139, 170 North St.	Dryden, NY 13053
ΛΥ	University of Rochester	Vicki Roth	Lattimore Hall Room 107	Rochester, NY 1462
λŃ	Hofstra University	Karin Spencer, Associate Dean of	202 Davison Hall, 110 Hofstra	Hempstead, NY 115
NY	Rochester Institute of Technology	Jackie Czamanske, Alternative	28 Lomb Memorial Drive	Rochester, NY 1462
ΝΥ	St. Bonaventure University	Debra A. Bookmiller, Coordinator	Teaching and Learning Center	St. Bonaventure, NY
Ž	St. John Fisher College	Christine L. Hogan, Counselor	3690 East Avenue	Rochester, NY 1461
ž	St. Lawrence University	John M. Meagher, Director	Office of Special Needs	Canton, NY 13617
λ	Queens College	Christopher J. Rosa, Office of Special	65-30 Kissena Boulevard	יכו
NY	Alfred State College	Cora M. Dzubak	Learning Assistance, Student.	Alfred, NY 14802
Ν	Jamestown Community College	Nancy Callahan	525 Falconer Street P. O. Box	Jamestown, NY 147
λN	Manhattan College	Ross Pollack, Ed.D.	Manhatten College Parkway	1.
PN	ANY Extingsborough Community College	Anthony Colarossi	2001 Oriental Boulevard	Brooklyn, NY 1123;
-		•	C & T	

I C	ote School	9 E 6 N	Box/Street	City State Zin
Ż		Dan Ryan	2001 Main Street	Buffalo, NY 14208-108
Ž		Pat Sprague, Services for Students	Wellness Center	Cobleskill, NY 12043
N		Nancy Gadbow	4355 Lakeshore Drive	Canandaigua, NY 1442
N	SUNY at New Paltz	Kristen N.	Student Union Building	New Paltz, NY 12561
Ż		Georgeann duChossois	566 La Guardia Place, Room	New York, NY 10012
N	SUNY Potsdam	Tamara Durant	Sisson 120	Postdam, NY 13676
<u>X</u>		Cara M. Tyler, Office for Student	306 Steele Hall	Syracuse, NY 13244
Ż		Sue Cullen, Counselor, Student	Steele Hall, Room 306	Syracuse, NY 13244-1
X N		Carol Dwoekin, Disabled Student	Rm 133 Humanities Building	Stony Brook, NY 1179
λN		Amy L. Schnitzer, Graduate Student	2001 Main Street	Buffalo, NY 14208-10
Ň		Dr. Victor H. Margolis, Coordinator	One Education Drive	Garden City, NY 1153(
N		Deborah Moeckel	197 Franklin Street	Auburn, NY 13021-309
N			2360 State Route 89	Seneca Falls, NY 1312
N		Patrick M. Curran, Office of the Vice	535East 80 Street	New York, NY 10021
Ž		, Disability	25 Capen Hall, Box 601632	Bufalo, NY 14260-163
Ž	Empire State College	Nancy Gadbow	Community College of the	Canandaigua, NY 1442
λN		Lynn Waldman, Director	13 Oak Drive	Hamilton, NY 13346-1.
Ю		Lissa Knue	3800 Victory Parkway	Cincinnati, OH 45207-2
HO		Jean Chepp, Advisor to Students with	P.O. Box 570	Springfield, OH 45501
НО	····	Ron Lofton	P. O. Box 1609	Columbus, OH 43216-
НО			1005 N. Abbe Rd. LRC 115	Elynia, OH 44035
НО		Dr. Phyllis Thompson, Developmental	1179 University Drive	Newark, OH 43055-17
НО		Dr. Karen L. Hater	23 Campus Avenue Building	Oxford, OH 45056-169
HOL	I Owens Community College	Debra Sanchez, Coordinator,	P. O. Box 10,000	Toledo, OH 43699-194
НО	University of Akron	Linda Casale, Assistant to the Dean	School of Law	Akron, OH 44325-2901
Ю	I University of Akron - Wayne College	Dr. Julia Beyeler, Director	1901 Smucker Road	Orrville, OH 44667
HO		Beverly Brodsky, LD Specialist	2550 Lander Road	Pepper Pike, OH 44124
НО		Katherine Fahey, Office of Affirmative Crewson House 101	Crewson House 101	Athens, OH 45701-297
ЮН		Jim Baker	150 Pomerene Hall,	Columbus, OH 43210-
HO	·	Julie Gibson	9555 Plainfield Road	Blue Ash, OH 45236-11
НО		1 1	P. O. Box 5190	Kent, OH 44242-0001
OK OK		Pat Stowe, Services to Students with	7777 South May Avenue	Oklahoma City, OK 73
Ŗ		Cindy Saville, Academic Services,	6729 N.W. 39th Expressway	Bethany, OK 73008
ğ	••••	Melanie McAdams,	Student Support Services	Ada, OK 74820-6899
Ą	Rose State College	Linda Jansen, Counselor	6420 Southeast Fifteenth	Midwest City, OK 734age G92
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ided by ERIC	<u> </u>	e School Chemeketa Community College	Name Tiffanv Borden. Services for Students	Box/Street P. O. Box 14007	City, State Zip Salem OR 97309-70
۲	OR		Hilary Gerdes	164 Oregon Hall 5217 Univ. of	Eugene, OR 97403-:
۲	OR.	Oregon Institute of Technology	Ron McCutcheon, Coordinator	3201 Campus Drive	Klamath Falls, OR 5
۲	OR	ıty	Tracy Bentley-Townlin, Director	200 Kerr Administration	Corvallis, OR 9733
۲	R	Willamette University	Robin Smithtro	900 State St.	Salem, OR 97301
۲	OR	Mt. Hood Community College	Mika Roberts, Disability Services	26000 S.E. Stark St.	Gresham, OR 97030
۲	OR	ollege	Pat Sloan, Disabled Student Services	Access Center 1250 Siskiyou	A shland, OR 97520
٣	OR		Lisa Cavendor	PO Box 751-IASC	Portland, OR 97207
-	PA	·	Joie B. Williams, Coordinator,	One College Ave.	Williamsport, PA 1'
٣	PA	Westmoreland County Community College	Sandra L. Montemurro, Director of	College Station	Youngwood, PA 15
٣	PA	Pennsylvannia State University	Sharon F. Salter, M.A.E., L.P. C	227 Cedar Building	University Park, PA
٣	PA		Gerald Miele	109 University Square	Erie, PA 16541-000
٣	PA	ty	Dr. Frederick Lorenson, Director of	309 Duquesne Union	Pittsburgh, PA 1528
٣	PA	Point Park College	Vincenne Revilla Beltran Director,	201 Wood Street	Pittsburgh, PA 152.
H	PA		Nancy Sheridan, Director and	520 N. Main Street, Box 17	Meadville, PA 1633
٣	PA	Bucks County Community College	Marie Stevens Cooper, Coordinator,	Swamp Road	Newtown, PA 1894
Ë	PA	Edinboro University of Pennsylvania	Dr. Robert McConnell, Asst. Director	Shafer Hall	Edinboro, PA 1644
屵	PA	Community College of Allegheny County	Mary Beth Doyle, Director	808 Ridge Avenue	Pittsburgh, PA 1521
屵	PA		Marianne Karwacki	105 Boucke Building	University Park, PA
尸	PA	nce for Higher Ed.	Dan Gephart	P. O. Box 980	Horshan, PA 19044
屵	PA		Gerard M. Miele, 504/ADA	109 University Square	Erie, PA 16541-000
屵	PA	National Board of Medical Examiners	Shelby Keiser, Test Accommodations	3750 Market Street	Philadelphia, PA 19
٣	R	Brown University	Robert A. Shaw	Box 1875	Providence, RI 0291
Ť	SC	College of Charleston	Beverly Windham	66 George Street	Charleston, SC 2947
	SC	College of Charleston	Maria Mansfield-Richardson,	66 George Street	Charleston, SC 294
-	SC		Bonnie S. Martin, Coordinator	104 Holtzendorff Hall Box	Clemson, SC 29634
-	SC		Heather Martin	203 Crawford Building	Rock Hill, SC 2873.
-	SC	olina	Scott Purvis	LeConte, Room 106	Columbia, SC 2920
101	SC		Richard M. Weldon	P. O. Drawer 696	Aiken, SC 29802-0¢
	NI	Dyersburg State Community College	Pam Dahl, ADA Coordinator	1510 Lake Road	Dyersburg, TN 3802
	Z		LeAnn Kelly, LD Coordinator	3500 John A. Merritt Blvd.	Nashville, TN 37209
H	LN	Community College	Sherry Eidson, Director, Student	1480 Nashville Pike	Gallatin, TN 37066-
	Z Z		Melody K. Hokanson	2000 N. Parkway	Memphis, TN 3811;
H	ΤX	ersity	Debbie Coughran, Office of Disability	3410 Taft Boulevard	Wichita Falls, TX 70
\exists	ΤΧ	xas Tech University	Charley L. Tiggs, Assistant Dean of	Box 45014, 250 West Hall	Lubbock, TX 79409
<u>-</u>	Page G93	G93 1 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		100	•

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TX	Cedar Valley College	Bum	3030 N. Dallas Avenue	Lancaster, TX 75134
TX	Texas Tech University	Charley L. Tiggs, Assistant Dean of	Box 45014	Lubbock, TX 79409-
TX	Texas Governor's Commission	Mr. Scott Haynes	P. O. Box 12428	Austin, TX 78711
XT	Texas A&M University	Debbie Russell, Coordinator for	5201 University Blvd.	Laredo, TX 78041-19
XI	Stephen F. Austin State University	Lucy Stringer, Disability Services	P. O. Box 6130	Nacogdoches, TX 75
XT	University of Texas - Pan American	Esmeralda N. Guerra	1201 West University Drive	Edinburg, TX 78539.
TX	Howard County Junior College	Dennis Churchwell	1001 Birdwell Lane	Big Spring, TX 7972
XI L	University of Texas at Arlington	Dendra Alford, ADA Coordinator	P. O. ox 19497	Arlington, TX 76019
ΤX	University of Texas at Austin	Gage E. Paine	P. O. Box 7849	Austin, TX 78713-78
XT	University of Texas at Brownsville and	Steve Wilder, Counselor	80 Fort Brown	Brownsville, TX 785
TX	University of Texas, San Antonio	Lorraine Donham	6900 N. Loop 1604 West	San Antonio, TX 782
TX	St. Philip's College	John Carnes, Ph.D., Dean, Applied	1801 Martin Luther King Drive	San Antonio, TX 782
ΧŢ	Southern Methodist University	Mollie Gibbs, Academic Skills Office	P. O. Box 750201	Dallas, TX 75275-02
TX	Baylor University	Lisa Page, Academic Advisor	PO Box 97902	Waco, TX 76798-70.
TX	Southwestern University	Betsy Barnhart	P. O. Box 770	Georgetown, TX 786
TX	St. Mary's University	Karen D. Johnson, Dean of Students	One Camino Santa Maria	San Antonio, TX 78.
<u>1</u> 5	Westminster College	Susan D. Heath, PhD	1840 South 1300 East	Salt Lake City, UT 8
15	Westminister College of Salt Lake City	Sally Larson, Director	1840 South 1300 East	Salt Lake City, UT &
<u>T</u>	Utah Valley State College	Michelle Lundell	800 West 1200 South	Orem, UT 84058-595
	Utah Valley State College	Neva-Joi Hopkins	800 West 1200 South	Orem, UT 84058-599
ΑV	Eastern Kentucky University	Teresa Belluscio, Disabilities	Turkey House 1	Richmond, VA 4047.
ΑΛ	Patrick Henry Community College	Scott D. Guebert, Director Student	P.O. Box 5311	Martinsville, VA 241
Α _Λ	Southside Virginia Community College	Robbie Wa	109 Campus Drive	Alberta, VA 23821
ΑV	Commonwealth of Virginia, Department of		Woodrow Wilson Rehabilitation	Fisherville, VA 2293
NA	Virginia Polytechnic Institute	Virginia J. Reilly, ADA Coordinator	336 Burruss Hall	Blacksburg, VA 24-6
AV	Virginia Commonwealth University	Rosemary H. Kelso, University ADA	Ginter House, Room 114, 901	Richmond, VA 2328
VA	Virginia Western Community College	Mihael C. Henderson	P. O. Box 14007	Roanoke, VA 24038
NA	Shenandoah University	Deborah Teates	1460 University Drive	Winchester, VA 226C
VA	Emory & Henry College	Karen Kilgore, Academic Support &	PO Box 947	Emory, VA 24327-41
NA	James Madison University	James Wadley, Affirmative Action	Burruss Hall 128	Harrisonburg, VA 22
NA	Bridgewater College	Chip Studwell, Director	Counseling Services	Bridgewater, VA 228
NA	Virginia Tech	Mary Todd	East Eggleston Hall	Blacksburg, VA 240¢
NA	Longwood College	Scott Lissner, Director, Academic and	201 High Street	VA 2
ΑV	Virginia Commonwealth Univesity	Lori Briel, Employment Coordinator	1314 West Main Street	Richmond, VA 2328
Ţ	Middlebury College	Elizabeth Christenson	ADA Office	Middlebury, VT 0575
	1.00	-	() ****	

Viided by E				
State WA	Sedice School Washington State I Iniversity	Name I ynne Wedel	Box/Street Disability Resource Center.	City, State Lip Pullman, WA 99164-4122
WA	Big Bend Community College	Dan Forter, DSS Coordinator	7662 Chanute Street	Moses Lake, WA 98837
WA	Gonzaga University	Lisa M. Smythe-Rodino, Coordinator		Spokane, WA 99258-2470
WA	Seattle Central Community College	<u>;</u>		Seattle, WA 98122
WA	Pierce College	Deborah E. Wynn, Special Needs	9401 Farwest Dr. SW	Tacoma, WA
WA	Peninsula College	Jamye Wisecup, Advising; Maria	1502 East Lauridsen Boulevard	
M	University of Wisconsin-Madison	J. Trey Duffy, Director	905 University Avenue	Madison, WI 53715-1005
M	University of Wisonsin - Whitewater	Jacqueline King, Associate Director	Roseman 1005, Disabled	Whitewater, WI 53190
MI	University of Wisconsin - La Crosse	June Reinert, Coordinator, Disability	165 Murphy Library, 1725 State La Crosse, WI 54601	ie La Crosse, WI 54601
M	Lawrence University	Geoff Gajewski		Appleton, WI 54912-0599
IM	University of Wisconson - Madison	Marcia Carlson, ADA Representative	7	Madison, WI 53705-2397
IM	Govenor's Committee for People with	Paul A. Yochum, Executive Director	PO Box 7850, 1 West Street,	Madison, WI 53707-7850
M	University of Wisconsin-Milwaukee	Laurie Gramatzki	P. O. Box 413	I 532
λM	Western Wyoming Community College	Sandy Baker, ADA Learning Specialist P.O.		Rock Springs, WY 82902-
Μ	University of Wyoming	Chris Primus, Project Director	P. O. Box 3808	Laramie, WY 82071-3808
			081	
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Publications

ERIC

Thompson, A. R., Bethea, L. L., Rizer, H. F., & Hutto, M. D. (1998). Students with disabilities and assistive technology: desk reference guide. Mississippi Department of Rehabilitation Services: Jackson, MS

Thompson, A. R., Bethea, L., & Turner, J. (1997). Faculty knowledge of disability laws in higher education. Rehabilitation Counseling Bulletin, 40(3), 166-180.

technology: A desk reference guide. Mississippi Department of Rehabilitation Services: Jackson, MS. (ERIC Document Thompson, A. R., Bethea, L. L., Rizer, H. F., & Hutto, M. D. (1997). College students with disabilities and assistive Reproduction Service No. Thompson, A. R., & Bethea, L. L. (1997). Student survey of knowledge of disability laws and recent legal decisions. Mississippi State, MS: Mississippi State University (ERIC Document Reproduction Service No. Thompson, A. R., & Bethea, L. (1996). College students with disabilities: A desk reference guide for faculty and Staff. Mississippi State, MS: Mississippi State University (ERIC Document Reproduction Service No. Ed 395 441

Thompson, A. R., & Bethea, L. (1996). Faculty and staff survey of knowledge of disability laws. Mississippi State, MS. Mississippi State University (ERIC Document Reproduction Service No. 395 422)

Bethea, L., & Thompson, A. R. (1996). Student affairs staff survey of knowledge of disability laws. Mississippi State, MS: Mississippi State University (ERIC Document Reproduction Service No. 395 425)

Bethea, L., Thompson, A. R., & Turner, J. (1996). Student affairs staff knowledge of disability laws and recent legal decisions. Manuscript submitted for publication.

Presentations

International

'Empowering Students with Disabilities: Technology and the School Counselor". American Counseling Association 1998 World Conference, Indianapolis, In: March, 1998.

"Integrating Assistive Technology into Career Planning," Association on Higher Education and Disability Annual Conference, Boston, MA: July 1997 "New Partnerships for Transitioning Students with Learning Disabilities". 17th International Conference on Learning Disabilities, Chicago, IL: October 1995



Presentations continued

National/Regional

"Meeting the Needs of Students with Disabilities: Understanding the Laws that Impact Higher Education," National Academic Advising Association Annual Conference, Long Beach, MS: March 1997

"College Students With Disabilities and Assistive Technology", Joint Meeting of the Transition Systems Change and Model Demonstration Project Directors Annual Meeting, Washington, D. C.: June 1997.

"Nurturing the Dreams of Students with Disabilities," Southern Association for College Students Affairs Annual Conference, Mobile, AL: November 1996.

State

"Impact of the 1997 IDEA and the Rehabilitation Act on Career Planning with Students", Mississippi Counseling Association, Biloxi, MS: November, 1997.

Invited

"What students with disabilities need to know in transition from secondary school", St Joseph Catholic High School, Jackson, MS: February 1998.

"School Counselors Meet the Challenge of Serving Students with Disabilities In Transition", Tombigbee Counseling

Association, Tupelo, MS: March, 1997.

"Understanding the Implications of Section 504 and the Americans With Disabilities Act on Student Affairs Personnel", Student Affairs In Service Training, Millsaps College, Jackson, MS: March, 1997.

"Title I of the Americans With Disabilities Act and Section 504 as Applied to Employment Rules and Practices", Human Resources In Service Training, Millsaps College, Jackson, MS: March, 1997.

Millsaps College Meeting of Vice-President of Student Affairs, Professor of Special Education, Section 504 Coordinator, and Counselor to plan for policy for administration of compliance. January, 1997. "Understanding the Implications of Section 504 and the Americans with Disabilities Act on Student Affairs Personnel," Division of Student Affairs In Service Training, Hinds Community College, Jackson, MS: January 1997

"The Implications of Section 504 and the ADA for Faculty in Higher Education", Millsaps Faculty Meeting, Jackson, MS: December, 1996. Millsaps College Meeting of Vice-Presidents of Academics, Business Affairs and Student Affairs to plan for compliance and implement training of faculty and staff. Jackson, MS: October, 1996.

Objective 1.1 Develop training materials and train college students with disabilities to be knowledgeable about determining, acquiring, using, and transferring accommodations, adaptations, and assistive technolgy devices that are appropriate for their academic and employment success.	Year I	Year II	Year III
	789101112123456	789101112123456	789101112123456
1.101 Form Advisory board and meet quarterly.	x x x x	× × ×	X X X
1.102 Conduct intake interviews.	XXX	XXX	XXX
1,103 Register students in course.	X	×	×
1.104 Establish individual formal agreements for career planning and assistive technology counseling	X XXXXXX	XXXXXXX	X XXXXXX
1.105 Recruit graduate intern students.	XX	XX	XX
1.106 Develop formal agreements with Comprehensive Assistive Technology Center (CATC).	×		
1.107 Schedule students for assistive technology assessments.	XX	XX	XX
1.108 Teach Career Planning and Assistive Technology in Vocational Rehabilitation course.	XXXXX	XXXXX	XXXXX
1.109 Conduct exit interviews to evaluate effectiveness of course.	XX	XX	XX
1.110 Incorporate evaluative data into program.	X	X	X
1.111 Advisory committee meet to finalize plans for model course.			XXX
			7A

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INOJECT TIMETINE

L. College students with disabilities and personnel in Student Support Services, Career Services, vocational rehabilitation, and business and industry will viedgeable about accommodations, adaptations, and devices that facilitate academic success and are appropriate for transer to employment settings

Objective 1.2: To develop training materials and train personnel in Student Support Services, Career Services, vocational rehabilitation and business and industry to be knowledgeable in determining and transferring the accommodations, adaptations, and assistive	Year I	Year II	Year III
technology college students with disabilities need to be successful in their employment settings.	789101112123456	789101112123456	789101112123456
1.201 Develop formal agreements with Student Support Services, Career Services, vocational rehabilitation and representatives of business and industry.	XX		
1.202 Develop formal agreements for CATC staff to lead training workshops.	XX		
1.203 Plan, conduct, and evaluate first assistive technology workshop for personnel in Student Support Services, Career Services, vocational rehabilitation and business and industry.		XXXX	
1.204 Plan, conduct, and evaluate second assistive technology workshop or personnel in Student Support Services, Career Services, vocational rehabilitation and business and industry.			XXXX
1.205 Develop Resource Guide for Assistive technology		XXX	

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37B

Objective 2.1: To develop training materials and train university administration and faculty and staff to meet the academic accommodation and			
modification of instructional policy needs of college students with disabilities so that these	Year I	Year II	Year III
students experience academic success and complete the requirements for graduation.	789101112123456	789101112123456	789101112123456
2.101 Conduct survey of faculty and staff awareness of accommodations and modifications.	X		
2.102 Conduct research for Resource Guide for administrators, faculty and staff.	XXX		
2.103 Advisory committee meeting to review preliminary data to be included in Resource Guide	XXXXX		
2.104 Develop Resource Guide.		X X \	
2.105 Disseminate Resource Guide to deans, department heads, and faculty.		×	X
2.106 Prepare and mail faculty and staff newsletters.		×	X
2.107 Prepare and disseminate update pages to be added to the Guide.			X
2.108 Conduct post-survey of faculty and staff awareness of necessary accommodations and modifications of instructional strategies.			X

Page 1100

37C

Goal: The model demonstration project will be established at Mississippi State University and its materials and approaches will be disseminated nationally.

Objective 3.1 To evaluate and prepare products and approaches of goals one and two of the model demonstration project so that the program can be established at Mississippi State University and to disseminate the materials and	Year I	Year II	Year III
approaches so that the program can be replicated in other university settings.	789101112123456	789101112123456	789101112123456
3.101 Prepare final report for dissemination.			XXX
3.102 Disseminate the final report.			XX
3.103 Write articles for publication in refereed journals.			XXX
3.104 Publicize products of grant and final report in HEATH, ERIC, and AHEAD.			XXX



Division of Campus Life
Disabled Student Services

February 14, 1997

Dr. Anne R. Thompson Project PAACS Mississippi State University P.O. Box 9727 Mississippi State, MS 39762

Dear Dr. Anne R. Thompson:

We have recently completed Project PAACS at the State University of New York at Stony Brook, Office of Disabled Student Services. At Stony Brook, 1,200 faculty and student affairs personnel where sent the survey. The exact number of participants for faculty members was 900 with a response of 172. In student affairs, 284 members were surveyed with a response of 65. In our survey, a letter from the President was sent informing faculty and staff to participate. Following the letter, a packet was mailed. In the packet was a cover letter explaining what the survey was about, the survey, a scantron form, and a return envelope. We used a scantron form for ease of tallying the scores. For reasons of confidentiality, we asked that no names be given. After we received the surveys, an item analysis was done for both surveys. Enclosed is copies of the results of those analysis's. In our opinion, we felt some of the statements were not specific enough to be answered. Question number 5 on the faculty survey had 116 responses of "I Do Not Know".

Even with a low response rate, we felt the survey was helpful in educating staff and faculty. As an institution of higher learning, we feel that educating our staff and faculty is an ongoing process and are always looking for new, innovative ways to increase awareness of our campus community. The *Desk Reference Guide* is a good tool to provide additional information to faculty and staff. We are requesting 80 *Desk Reference Guides* without tabs and in black ink to be distributed to Directors and Department Chairs. We would appreciate any additional information you can provide about the survey and the continuing education of our faculty and staff.

If you have any questions about our survey, please feel free to contact us at (516) 632-6748. We appreciate your cooperation in keeping faculty and staff aware of issues related to disability laws and making this survey available.

Sincerely,

Monica Roth

Director, Disabled Student Services

133 Humanities

SUNY Stony Brook

Stony Brook, New York 11794-5328

Glenn Shuster
Social Work Intern
133 Humanities
SUNY Stony Brook

Stony Brook, New York 11794-5328





LOUISIANA ASSISTIVE TECHNOLOGY ACCESS NETWORK

Post Office Box 14115, Baton Rouge, Louisiana 70898-4115

May 16, 1997

Mr. Hugh Berry 4628 Switzer Building 330 C Street, SW Washington, DC 20202

Dear Mr. Berry

I recently received a copy of "College Students With Disabilities and Assistive Technology: A Desk Reference Guide" that was published at Mississippi State University. As you know Project PAACS (Postsecondary Accommodations for Academic and Career Success) produced it under the direction and authorship of Anne R. Thompson, Ph.D., CRC, Director of the Project, with Harry F. (Bud) Rizer, Ed.D., Leslie L. Bethea, M.S., CRC, and Melanie D. Hutto, Ph.D., CRC, LPC.

I understand that the Guide was funded in part with your assistance by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, and in collaboration with the Mississippi Department of Rehabilitation Services/Project START. This is a wonderful collaborative effort between a Tech Act Project and a university.

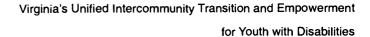
The Guide is such a professional, user-friendly publication, that I have requested fifty additional copies for use in Louisiana. We will of course use it ourselves as resource staff of LATAN, the Louisiana Tech Act Project, but will primarily pass it on to our state rehabilitation and education agencies, training programs for individuals with disabilities, and the offices for students with disabilities on the college and university campuses.

We anticipate that the information contained in the Guide will facilitate individuals with disabilities gaining access to the assistive technology they need to be successful in their academic and professional careers. Thank you for the part you and the Department of Education played in the publishing of this Guide.

Sincerely,

n. Neserl **Executive Director**

Anne R. Thompson





Department of Education P O Box 2120, Monroe Building Richmond VA 23216-2060 (804) 225-2702 FAX (804) 371-8796 TDD ONLY (800) 422-1098

Department of Rehabilitative Services P O Box K-300 8004 Franklin Farms Drive Richmond VA 23288-0300 (804) 662-7142 1-800-552-5019 TDD (804) 662-7079 FAX (804) 662-7663

Central Virginia Region 2930 West Broad Street Suite 15 Richmond VA 23230 (804) 367-9883 TDD (804) 367-0044 FAX (804) 367-1786

Northern Virginia Region 7411 Alban Station Court Suite B-255 Springfield VA 22150-2292 (703) 569-4303 TDD (703) 569-4306 FAX (703) 569-3578

Southwest Virginia Region Virginia Polytechnic Institute and State University 121 Lane Hall Blacksburg VA 24061-0254 (703) 231-9291 TDD (703) 231-9175 FAX (703) 231-3292 (After 7/15/95, area code 540)

Tidewater Virginia Region 5365 Robin Hood Road Suite G Norfolk VA 23513 (804) 858-6754 TDD (804) 858-6762 FAX (804) 858-6758

June 9, 1997

Dr. Anne R. Thompson, Director **Project PAACS** Mississippi State University P O Box 9727 Mississippi State. MS 39762

Dear Dr. Thompson:

This will confirm our telephone conversation ordering 20 copies of the guide, "College Students with Disabilities and Assistive Technology".

This guide is an excellent tool for our presentations, especially when working with community college faculty. It will be quite useful in many other situations as well. It is well written, clear and concise, and very easy to use.

You and your colleagues are to be commended for your work in preparing this long needed guide.

Sincerely,

Mary M. Todd, Co-Director SW VA Transition Center

MMT/smc





For Statewide **Assistive** 2601 Gabriel A Project Technology Parsons, Kansas Coordinated by the Information and Referral Phone For 67357 University of Kansas Kansans 800-526-3648 At Parsons (Voice) 316-421-8367 (V/TTY) 800-500-1034 316-421-0954

June 1, 1997

Anne Thompson Mississippi State University Dept. of Counselor Education & Education Psychology College of Education PO Box 9727 Mississippi State, MS 39762-5740

Dear Anne,

Thank you for the complementary copy of the "College Students with Disabilities and Assistive Technology: A Desk Reference Guide." This is probably one of the most useful guides we have seen to date. In fact, our Access Site staff was so impressed that I would like to request 10 more copies. Please send them to me at the following address:

Assistive Technology for Kansans Jackie Dwyer 2601 Gabriel Parsons, KS 67357

Thanks again,

Jackie Dwyer

Office Administrator



Minnesota Department of

Economic Security

2200 University Ave. W. # 240 • St. Paul, MN 55114-1840 (612) 642-0500 • TDD (612) 642-0506 Toll Free 1-800-652-9000 • Fax (612) 649-5927

State Services for the Blind Facilitating the Achievement of Vocational and Personal Independence

August 13, 1997

Anne Thompson, Ph.D., CRC, Director Project PAACS, Mississippi State U PO Box 9727 Mississippi State, MS 39762

Dear Ms. Thompson:

After reviewing your Desk Reference Guide for College Students with Disabilities and Assistive Technology, we are requesting 50 copies for the State Services for the Blind Supervisor's, Counselor's and Specialists. We will be presenting this information at our State Placement meeting August 19th and 20th, 1997 and appreciated your assistance in rushing these Reference Guides to us.

I was especially impressed by the format which outlined assistive technology solutions, along with explaining possible deficits. is an excellent guide and one that our staff will be able to utilize on a daily basis.

Sincerely,

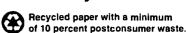
Douglas Tourville

Assistant Director, CILS

(612) 642-0399

DJT/dm:







March 11, 1998

Anne R. Thompson, Ph.D. Department of Counselor Education and Educational Psychology P.O. Box 9727 Mississippi State, MS 39762-5740

Dear Dr. Thompson:

The DRC staff at Cal Poly are in the process of developing resources which will be made available on our web site for faculty and staff on our campus. Your "Desk Reference Guide for Faculty and Staff" has been a useful reference for us, and we applaud the clear, concise language that you have used to address important issues. With your permission, we would like to include pages 3-4 from your guide, including the section entitled "Recent Legal Decisions". We will of course give your office full acknowledgment for the information.

Thank you for your consideration of this request. I hope to hear from you soon.

Sin@erely,

Chris Parker-Kennedy

Academic Advisor





Montana Center on Disabilities College of Education and Human Services

1500 North 30th Street Billings, Montana 59101-0298

Office (406) 657-2312 (Voice/TDD)

(406) 657-2807

Access & Excellence

Date:

10/14/97

To:

Anne R. Thompson, Ph.D., C.R.C.

From:

David Ellerd, Project Director

Montana Systems Change Project

Subject: Assistive Technology Guide

As discussed, the desk reference guide for college students is a tool that with minor revisions and additions, will be useful to educators and students in a variety of K-12 settings. The goal is to expand the audience by making this product more general in content information. I have made comments on a copy of the guide for your review, and have included a guide for parents from our local parent information center to reference. The challenge will be to produce a product for educators to use with students across educational settings, and keep the formatting and printing cost reasonable. Please take a look at the edits and contact me with ideas about revisions and possible additions from the parent guide.

Thanks for all your time and effort.

OS Hi ANNE: Sound For the dalay - I Attempted to Contact steva Powers, but 1-800 Number did not connect ?





Montana Center on Disabilities College of Education and Human Services

1500 North 30th Street Billings, Montana 59101-0298 Office (406) 657-2312 (Voice/TDD) Fax (406) 657-2807

Access & Excellence

Date:

6/20/97

To:

Anne R. Thompson, Ph.D., C.R.C.

From:

David Ellerd, Project Director

Montana Systems Change Project

Subject: Assistive Technology Guide

I found the presentation, "College Students with Disabilities and Assistive Technology: A Model Program", you delivered at the recent Project Directors conference in Washington, DC, to be very informative. As discussed, the desk reference guide for college students is a tool that I believe will be useful to members of our newly established transition coordinating councils. Membership on these statewide groups include teachers, parents, students, adult service agencies, college support personnel, and Vocational Rehabilitation Counselors. These active community members have expressed an interest in this product, and If possible, I would like to distribute a copy of the assistive technology guide for their use and review. Please send me two hundred (200) of the guides to allow for a statewide distribution.

Thanks for all your time and effort.





This final report was developed and printed with funds made available through a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (Grant #H078C50060). The information presented and opinions reflected do not necessarily reflect the position of the U.S. Department of Education and no official endorsement should be inferred.

Alternate formats are available upon request.



U.S. DEPARTMENT OF EDUCATION

Office of Educational Research and Improvement (OERI) Educational Resources Information Center (ERIC)



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